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ABSTRACT

Two premises underly this study of the self-assessed perceptions of teachers of the Dallas Independent School District relative to a set of 33 competencies, namely that: (a) different teachers demonstrate varying levels of competency; and (b) teachers as professionals are responsible for their own improvement. The purpose of the study was to provide a basis for the development of self-improvement programs and inservice programs which will meet the needs of teachers. Teachers rated themselves using the Teacher Competency Inventory (TCI), which contains three parts: (a) a list of 33 competencies, (b) lists of subcompetencies, and (c) sets of descriptors or indicators which range from adequate performance to expert performance for each competency. The listed competencies focus on designing and evaluating, interaction, and professional behavior. Results of the survey are presented for the entire school district and separately for individual schools according to four types of analyses: (a) emphasis on the competencies perceived to be the weakest on the current level rating, (b) emphasis on the competencies which teachers give the highest desired level rating, (c) emphasis on the competencies with the greatest mean difference between current and desired competency levels, and (d) emphasis on the competencies which have the greatest change in rank as determined by rankings of current and desired level based on current and desired means for each competency. (HMD)

ED 091382

HOUSTON
NEEDS ASSESSMENT
SYSTEM

A PROJECT OF THE
TEXAS EDUCATIONAL RENEWAL CENTER

UNIVERSITY OF HOUSTON

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

SP008 057

ED 091382

NEEDS ASSESSMENT RESULTS

TEACHER COMPETENCY ANALYSIS

Dallas Independent School
District

A Self-Analysis of Teaching Competency by the

Professional Staff of:

L. G. Pinkston High School

Sequoyah Middle School
T. A. Edison Middle School

Amelia Earhart Elementary
Arcadia Park Elementary
Benito Juarez Elementary
C. F. Carr Elementary
Fred Douglass Elementary
Gabe Allen Elementary
G. W. Carver Elementary
Sidney Lanier Elementary
Stevens Park Elementary

Prepared by:

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University of Houston
April, 1973

SP008 057

TABLE OF CONTENTS

INTRODUCTION ---------- 1-8

Rationale ---------- 1

Purpose ---------- 1-2

Procedures ---------- 2-4

Listing of the 33 competencies used in the survey ---------- 5-7

Copy of the mark-sense answer sheet ---------- 8

RESULTS OF THE STUDY ---------- 9-80

Introduction ---------- 9

Total Pyramid of Schools ---------- 9-20

Gabe Allen Elementary ---------- 21-26

Arcadia Park Elementary ---------- 26-30

C. F. Carr Elementary ---------- 30-36

G. W. Carver Elementary ---------- 36-41

Fred Douglass Elementary ---------- 41-45

Amelia Earhart Elementary ---------- 46-50

Sidney Lanier Elementary ---------- 51-55

Benito Juarez Elementary ---------- 56-60

Stevens Park Elementary ---------- 61-65

T. A. Edison Middle School ---------- 66-70

Sequoyah Middle School ---------- 71-75

L. G. Pinkston High School ---------- 76-80

OTHER POSSIBLE ANALYSES ---------- 81-82

Key Code for Data included in appendix ---------- 81

APPENDIX ---------- 83-131

SELF-ANALYSIS BY PROFESSIONAL STAFF

Rationale

Effective teaching requires a number of professional skills, attitudes, and knowledges. In Competency-based education, these are described as objectives in explicit, observable terms. These objectives may require the teacher to demonstrate knowledge and intellectual abilities and skills (cognitive objectives); to perform certain tasks under stipulated conditions (performance objectives); to bring about change in others (consequence objectives); or to demonstrate attitudes or values (affective objectives).

Two premises underlie the present study: (1) that different teachers demonstrate varying levels of competencies; and (2) that teachers as professionals are responsible for their own improvement. The study reports the self-assessed perceptions of teachers relative to a set of 33 professional competencies.

Purpose

The purpose of the study was to report these responses in such a way that they can provide the basis for self-improvement programs and in-service education.

More specifically, the study focuses on three questions:

(1) For each of 33 competencies, how do teachers rate themselves in terms of current expertise?

Procedures

Teachers rated themselves using the Teacher Competency Inventory (TCI). The TCI contains 3 parts: (1) a list of 33 competencies (these are reproduced in the next section of this report); (2) lists of sub-competencies (these provided detailed information on each competency so that respondents could more adequately rate themselves); and (3) self-assessment scales which ranged from adequate performance to expert performance for each competency (3 sets of descriptors or indicators on the 9-point scale for each competency provided a basis for self-assessment).

The 33 competencies focus on three major areas of teacher endeavor: (1) Designing and Evaluating, (2) Interaction, and (3) Professional Behavior. The first includes competencies generally demonstrated by the teacher as he plans instruction (diagnosing, organizing, setting goals and objectives, planning, and evaluating). The second area focuses on

competencies demonstrated in actual interaction with pupils (communicating, instructing, managing, and relating with others). The third area provides for self-improvement activities and relations with professional staff and others. These three areas and the competencies are shown on pages 5-7.

To determine which competencies would be included in the TCI, the staff searched the literature and research studies related to teaching behavior, style, and methodology. A logical task analysis of teaching was made by 40 classroom teachers, principals, and university teacher educators. From these activities, a set of objectives and sub-objectives were specified. These were edited and scaled by a team from the University of Georgia and the University of Houston. A technical report on the instrument development is available upon request.

It was planned that several kinds of activities for teachers would precede the actual self-analysis of their teaching competency. These activities were designed to encourage the staff to think about the kind of school they would like to have, the kind of student they would like to produce, and the kind of teacher and teaching behavior which would be needed to produce those desired schools and student products. These activities were designed to lead into the self-analysis of competency by the teaching staff.

The 33 competencies included in the instrument are general ones which likely relate to teachers at all levels and subject areas. However, the teachers were given an opportunity to add to the list any competencies not included which they felt should be a part of the Teacher Competency Inventory.

A mark-sense answer sheet was designed on which the teachers could indicate their present level of performance and their desired level of performance. The answer sheet has identifiers which permit the results to be analyzed and reported by various combinations of grade level, subject area, and school sites. Also, each individual teacher is given an opportunity to identify his own analysis so that when the results are reported, he can anonymously compare his own self-analysis with that of the total group, the other teachers in his building, and so forth.

A listing of the 33 competencies and a copy of the math-sense answer sheet are shown on the following pages.

LIST OF 33
TEACHER COMPETENCIES

The following list of teacher competencies are stated at a sub-goal level; that is they include a behavioral statement, but not the criteria for successful demonstration of the competence nor the conditions under which it is to be demonstrated.

I. THE TEACHER AND STUDENTS: DESIGNING AND EVALUATING

Diagnosis and Evaluation

1. Administers and interprets assessment techniques, i.e., standardized tests and sociometrics.
2. Designs and uses teacher-made diagnostic tests.
3. Uses various interview techniques with pupils (e.g., Piagetan Techniques).
4. Gathers information on individual differences among students such as interests, values, cultural and socio-economic background.

Organizing Classroom

5. Groups pupils on the basis of data.
6. Organizes resources and materials for effective instruction.
7. Plans for routine tasks.

Goals and Objectives

8. Identifies goals and objectives appropriate to pupil needs.
9. States competency-based objectives correctly.

Planning

10. Organizes instruction around goals and objectives.

11. Plans daily to achieve long-range goals and objectives.

12. Sequences learning activities and experiences logically and psychologically.

II. THE TEACHER AND STUDENTS: INTERACTION

Communication

13. Gives clear, explicit directions to students.

14. Responds to "coping" behavior of students.

15. Identifies clues to student misconceptions or confusion.

16. Provides for the appropriate use of a variety of communication patterns within the classroom.

Instruction

17. Establishes set (motivation, transitions, classroom environmental conditions) which are varied and appropriate.

18. Employs a variety of appropriate instructional strategies and tactics (programmed instruction, games, simulation, etc.).

19. Utilizes a variety of instructional materials and resources.

20. Individualizes instruction.

21. Plans activities with children.

22. Asks higher-order questions.

Management

23. Uses positive reinforcement patterns with students.

24. Manages deviant behavior.

Interpersonal

25. Build self-awareness and self-concepts in students.

26. Develops understanding of cultural pluralism concepts in students.

27. Reacts with sensitivity to the needs and feelings of others.

Evaluation

28. Monitors interaction and modifies plans on the basis of feedback.

III. THE PROFESSIONAL TEACHER

Self-Improvement

29. Engages in a designed professional development program.

30. Adapts to new or confusing situations readily.

31. Evaluates teaching behavior using coded instruments and plans for change on basis of results.

Colleagues and Community

32. Interacts and communicates effectively with parents and community.

33. Works effectively as a member of an educational team.

HOUSTON NEEDS ASSESSMENT SYSTEM
TEACHER COMPETENCY REACTIONNAIRE

TEACHER CENTER

SCHOOL

GRADE

TEACHER CODE

USE NO. 2 PENCIL ONLY

DEPARTMENT

CURRENT COMPETENCIES

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40

DESIRED COMPETENCIES

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40

RESULTS OF THE STUDY

Dallas Independent School District

INTRODUCTION

Teachers from 12 schools -- L. G. Pinkston High, T. A. Edison and Sequoyah Middle Schools, and Gabe Allen, Arcadia Park, C. F. Carr, G. W. Carver, Fred Douglass, Amelia Earhart, Sidney Lanier, Benito Juarez, and Stevens Park Elementaries participated in the study. These 12 schools form a "pyramid" consisting of a high school and its feeder junior highs and elementaries.

The purpose of the survey was to provide data upon which decisions could be made regarding in-service education for teachers. To better facilitate the decisions made relative to in-service, the survey results are reported for all teachers in the total pyramid and for the teachers in each separate school site within the pyramid.

RESULTS FOR ALL SCHOOLS

There are at least four ways the data can be analyzed, each having different criteria:

(1) Emphasize the competencies perceived to be the weakest on the current level rating;

(2) Emphasize the competencies which teachers gave the highest desired level rating;

(3) Emphasize the competencies with the greatest mean difference between current and desired competency levels; and

(4) Emphasize the competencies which have the greatest change in rank as determined by rankings of current and desired levels based on current and desired means for each competency.

Each of these four approaches is illustrated in the following analyses of the data for all teachers in the total pyramid. These analyses are made from the data in Table 1 which presents the results for all teachers from all schools for all 33 competencies.

TABLE 1

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): ALL
SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
24 MANAGE DEVIANT BEHAVIOR	5.34	21.0	7.53	9.0	2.19	12.00
20 INDIVIDUALIZE INSTRUCTION	5.31	24.0	7.51	13.0	2.20	11.00
23 USE POSITIVE REINFORCEMENT	5.67	11.0	7.62	5.0	1.95	6.00
14 RESPOND TO STUDENT (COPING) BEHAVIOR	5.75	8.0	7.69	3.0	1.94	5.00
32 INTERACT WITH PARENT & COMMUNITY	5.12	28.0	7.26	23.0	2.14	5.00
21 PLAN ACTIVITIES WITH STUDENTS	5.31	25.0	7.30	21.0	1.99	4.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.41	19.0	7.45	15.0	2.04	4.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.38	20.0	7.39	17.0	2.02	3.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.65	33.0	6.90	30.0	2.25	3.00
25 BUILD STUDENT SELF-CONCEPTS	5.55	15.0	7.52	12.0	1.97	3.00
17 ESTABLISH VARIED SET (MOTIVATION, ETC.)	5.63	13.0	7.53	10.0	1.90	3.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.70	10.0	7.53	8.0	1.83	2.00
16 IDENTIFY STUDENT MISCONCEPTIONS	5.81	6.0	7.67	4.0	1.86	2.00
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.12	2.0	7.75	1.0	1.64	1.00
4 GATHER INFO ON STUDENT DIFFERENCE	5.10	29.0	7.13	29.0	2.03	.00

continued ↓

TABLE 1 continued

Teacher Center: ALL
School: ALL Grade: ALL Subject: ALL

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
12	SEQUENCE LEARNING EXPERIENCES	5.24	27.0	7.18	27.0	1.92	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
13	GIVE CLEAR DIRECTIONS	5.16	1.0	7.70	2.0	1.55	-1.00
1	USE AND INTERPRET STANDARDIZED TESTS	4.68	32.0	6.68	33.0	2.00	-1.00
2	DESIGN AND USE TEACHER-MADE TESTS	4.88	30.0	6.90	31.0	2.01	-1.00
31	EVALUATE TEACHING & PLAN FOR CHANGE	4.81	31.0	6.88	32.0	2.08	-1.00
3	USE INTERVIEW TECHNIQUES	5.44	19.0	7.34	20.0	1.91	-2.00
28	MONITER & MODIFY ON BASIS OF FEEDBACK	5.62	14.0	7.42	16.0	1.80	-2.00
5	GROUP STUDENTS ON BASIS OF DATA	5.27	24.0	7.18	28.0	1.91	-2.00

continued ↓

Teacher Center: ALL
School: ALL

TABLE 1 continued

Grade: ALL

Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
6 ORGANIZE RESOURCES & MATERIALS	5.82	5.0	7.55	7.0	1.73	-2.00
8 IDENTIFY GOALS & OBJECTIVES	5.31	23.0	7.23	25.0	1.91	-2.00
10 USE VARIETY OF IN-STRUCTION MATERIAL	5.71	9.0	7.52	11.0	1.81	-2.00
26 DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.89	3.0	7.55	6.0	1.66	-3.00
22 ASK HIGHER-ORDER QUESTIONS	5.33	22.0	7.20	26.0	1.87	-4.00
11 PLAN DAILY, ACHIEVING LONG-RANGE GOALS	5.45	17.0	7.27	22.0	1.83	-5.00
29 ENGAGE IN PROFESSION AL DEVELOPMENT	5.64	12.0	7.39	18.0	1.75	-6.00
16 PROVIDE COMMUNICATIO PATTERNS	5.80	7.0	7.47	14.0	1.67	-7.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.46	16.0	7.24	24.0	1.78	-8.00
7 PLAN FOR ROUTINE TASKS	5.87	4.0	7.38	19.0	1.51	-15.00

Emphasize the Weakest Area

If the "weakest competency" approach is followed, then the following data in Table 2 are valid. The five competencies rated as the weakest are listed below, beginning with the weakest competency first.

Table 2

Ranking of the Five Weakest Competencies for All Teachers in All Schools

Competency		Ranking Current Level
(9)*	State competency-based objectives	33
(1)	Use and interpret standardized tests	32
(31)	Evaluate teaching and plan for change	31
(2)	Design and use teacher-made tests	30
(4)	Gather information on student differences	29

* Denotes competency number on the list of 33 competencies

Thus, the decision-makers might decide that in-service education should be designed around these five competencies.

A caveat is in order, however. When teachers' desired level for each of these five areas is considered, it is evident that although the five are the weakest, the teachers did not desire to improve them. This is illustrated by the following.

Table 3

Ranking of the Five Weakest Current Level Competencies and Their Corresponding Desired Level for All Teachers in All Schools

Competency		Ranking Current Level	Ranking Desired Level	Differences
(9)	State competency-based objectives correctly	33	30	3
(1)	Use and interpret standardized tests	32	33	- 1
(31)	Evaluate teaching and plan for change	31	32	- 1
(2)	Design and use teacher-made tests	30	31	- 1
(4)	Gather information on student differences	29	29	- 0 -

The data showed that while teachers felt least competent in these five areas, they perceived all of them to be the least needed of the 33 listed in the survey. The only one with any increase in rank was competency 9, "State competency-based objectives correctly."

Emphasize the Strongest Desired Competencies

A second approach would be to select those areas which teachers perceived to be the most important under ideal condition. Using this criterion, the five highest competencies

were:

(1) React sensitively to needs of others

(2) Give clear directions

(3) Respond to student coping behavior

(4) Identify students' misconceptions

(5) Use positive reinforcement

However, when these five most desired competencies were compared with teachers' perceptions of their present level on each, the teachers felt they were already competent in these areas. This is illustrated below:

Table 4

Ranking of the Five Highest Desired Level Competencies and Their Corresponding Current Level for All Teachers in All Schools

Competency	Ranking		Difference
	Desired Level	Current Level	
(27) React sensitively to needs of others	1	2	+1
(13) Give clear directions	2	1	-1
(14) Respond to student coping	3	8	+5
(15) Identify student misconceptions	4	6	+2
(23) Use positive reinforcement	5	11	+6

With the exception of competency number 14 (respond to coping behavior) and number 23 (positive reinforcement), the teachers rated their current competency high in relation to their desired level; that is, they perceived a high current competency for each. Therefore, there would be no need for in-service based on three of these five areas.

Emphasize Areas with Greatest Mean Difference Between Current and Desired Competency Levels

A third procedure would subtract the mean value for the current competency from the mean of the desired competency and emphasize in in-service those with the greatest difference. If this procedure is followed, the five areas listed in Table 5 would be the highest.

Table 5

A Ranking of the Five Highest Competencies as Determined by the Difference Between Current Level Mean and Desired Level Mean for All Teachers in All Schools

Competency	Current Level		Desired Level		Difference in Means	Ranking
	Mean	Rank	Mean	Rank		
(9) State competency-based objectives	4.65	33	6.90	30.0	2.25	1
(20) Individualize instruction	5.31	24	7.51	13.0	2.20	2
(24) Manage deviant behavior	5.34	21	7.53	9.0	2.19	3
(32) Interact with parent/community	5.12	28	7.26	23.0	2.14	4
(31) Evaluate teaching & plan for change	4.81	31	6.88	32.0	2.08	5

Three of the five areas with the greatest change between current and desired competency level means were in the bottom third of the current level distribution ranking (31, 32, 24). This might be anticipated, for on a scale with a maximum value of 9, the greater the level on the current competency, the smaller the potential difference becomes; e.g., if a teacher ranked himself 3 on current competency, his potential range between that and desired competency level is 6 (9-3=6), but if he initially ranked himself a 7, his potential range drops to 2 (9-7=2). This ceiling phenomena penalizes those competencies initially rated high and tends to emphasize the ones initially ranked lower. If decision-makers wished to combine initial low rankings with desired change values, this procedure might be selected.

Emphasize Areas With Greatest Change in Rank

One simple procedure for rectifying the potential weakness of the previous method would be to reduce all means to ranks, then consider those areas with the greatest change in rank between current and desired competency. The five with the greatest change are listed in Table 6.

Table 6

Ranking of the Five Highest Competencies as Determined by Greatest Change in Rank Between Current Level Mean Ranking and Desired Level Mean Ranking for All Teachers in All Schools

Competency	Ranking: Current Level	Ranking: Desired Level	Difference in Ranks	Ranking
(24) Manage deviant behavior	21	9	12	1
(20) Individualize Instruction	24	13	11	2
(23) Use positive reinforcement	11	5	6	3
(14) Respond to student coping behavior	8	3	5	4 (tie)
(32) Interact with parent/community	28	23	5	4 (tie)

Thus, these five competencies shown in Table 6 would be the basis for in-service training.

While each of these four ways just discussed has advantages and disadvantages, the fourth seems the most viable. In this procedure, (emphasize competencies with greatest change in rank), the 33 competencies are ranked according to the mean current level and the mean desired level. This arranges the 33 competencies in rank order as teachers presently perceive their competence in each, and in rank order as they would like them to be under optimum conditions. The competencies which have the greatest change in rank between current mean level and desired mean level can be considered

the competencies which teacher most desire to strengthen.

Because this procedure apparently identifies the competencies which the teachers most desired to improve, this procedure was utilized to report the results of the self-analysis by the professional staff in the Dallas pyramid of schools.

Therefore, the five competencies shown in Table 6 seem to be the ones which all teachers in all schools most desired to strengthen. Three of the five, (managing deviant behavior, positive reinforcement, and coping behavior), relate to the interactive behavior patterns which emerge when teacher and students engage in actual instructional/learning acrivities. A third competency, (individualize instruction), involves the use of various techniques, strategies, and methods which enable teachers to meet individual needs of learners. The fifth competency indicated a concern on the part of the teachers to improve their relationships with parents and community.

Detailed descriptions of these competencies are available in the survey instrument, Teacher Competency Inventory.

RESULTS OF THE SURVEY: GABE ALLEN ELEMENTARY

The current level and desired level means for each of the 33 competencies were translated into rank order so that the difference between current level and desired level could be determined. Table 7 list the competencies as ranked by the Gabe Allen Staff. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

Competency number 1, "Use interview techniques," involves a teacher's ability to recognize when students have problems and to confer with them, to determine from verbal interaction how well students are learning, to use Piagetan techniques to ascertain appropriate objectives and activities, and to be able to establish the climate and relationship which encourages learners to interact with the teacher.

The competency with the second greatest discrepancy, "Gather information on student differences," involves a teacher's skill in gathering and using information concerning students. This includes using information from varied sources, using appropriate procedures and instruments to collect data, interviewing family members to establish reference points in determining student needs, knowing that student differences can affect classroom performance, and accepting and appreciating differences in students between and within cultural groups.

Table 7

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): 01 Gabe Allen Elementary
GRADE(S): ALL
SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
3 USE INTERVIEW TECHNIQUES	4.90	32.0	7.92	16.0	3.03	16.00
4 GATHER INFO ON STUDENT DIFFERENCE	5.52	20.0	7.97	10.0	2.45	10.00
10 EMPLOY INSTRUCTIONAL STRATEGIES	5.50	22.0	7.92	14.5	2.42	7.50
24 MANAGE DEVIANT BEHAVIOR	5.62	16.0	8.00	9.0	2.38	7.00
19 USE VARIETY OF INSTRUCTION MATERIAL	5.45	7.5	8.22	1.0	2.37	6.50
21 PLAN ACTIVITIES WITH STUDENTS	5.12	29.0	7.80	23.0	2.68	6.00
23 USE POSITIVE REINFORCEMENT	5.82	10.0	8.10	5.0	2.28	5.00
25 BUILD STUDENT SELF-CONCEPTS	5.68	15.0	7.95	11.0	2.27	4.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.51	21.0	7.92	18.0	2.41	3.00
15 IDENTIFY STUDENT MISCONCEPTIONS	5.95	5.0	8.20	2.0	2.25	3.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.77	11.0	8.03	8.0	2.26	3.00
8 IDENTIFY GOALS & OBJECTIVES	5.24	24.0	7.79	24.0	2.53	2.00
5 GROUP STUDENTS ON BASIS OF DATA	5.26	27.0	7.77	25.0	2.51	2.00
14 RESPOND TO STUDENT (COPING) BEHAVIOR	5.95	4.0	8.17	3.0	2.22	1.00
18 INSTRUCT AROUND GOALS & OBJECTIVES	5.72	13.5	7.95	13.0	2.23	.50

continued ↓

Table 7 continued

Teacher Center: ALL
School: 01 Gabe Allen Grade: ALL Subject: ALL

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
8	STATE COMPETENCY-BASED OBJECTIVES	4.95	30.0	7.54	30.0	2.59	.00
2	DESIGN AND USE TEACHER-MADE TESTS	4.47	33.0	7.07	33.0	2.60	.00
31	EVALUATE TEACHING & PLAN FOR CHANGE	4.95	31.0	7.51	31.0	2.56	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
27	REACT SENSITIVELY TO NEEDS OF OTHERS	6.08	2.0	8.15	4.0	2.08	-2.00
32	INTERACT WITH PARENT & COMMUNITY	5.45	24.0	7.65	26.0	2.20	-2.00
20	INDIVIDUALIZE INSTRUCTION	5.59	17.0	7.90	19.0	2.32	-2.00
33	WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.33	25.0	7.62	28.0	2.28	-3.00
14	PROVIDE COMMUNICATIO PATTERNS	5.83	9.0	7.95	12.0	2.12	-3.00

continued ↓

Table 7 continued

Teacher Center: ALL
School: 01 Gabe Allen Grade: ALL Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
28 MONITOR & MODIFY ON BASIS OF FEEDBACK	5.49	23.0	7.64	27.0	2.15	-4.00
12 SEQUENCE LEARNING EXPERIENCES	5.56	18.0	7.82	22.0	2.26	-4.00
26 DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.97	3.0	8.08	7.0	2.10	-4.00
5 USE AND INTERPRET STANDARDIZED TESTS	5.17	28.0	7.43	32.0	2.26	-4.00
13 GIVE CLEAR DIRECTIONS	6.15	1.0	8.10	6.0	1.95	-5.00
4 ORGANIZE RESOURCES & MATERIALS	5.72	13.5	7.87	20.0	2.15	-6.50
29 ENGAGE IN PROFESSION AL DEVELOPMENT	5.85	7.5	7.92	14.5	2.07	-7.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.73	12.0	7.85	21.0	2.12	-9.00
22 ASK HIGHER-ORDER QUESTIONS	5.54	19.0	7.56	29.0	2.03	-10.00
7 PLAN FOR ROUTINE TASKS	5.95	4.0	7.92	17.0	1.97	-11.00

The third competency identified was "Employs a variety of appropriate instructional strategies and tactics." This requires that teachers vary their teaching strategies for individual students, describe the rationale and theoretical construct for the employment of a strategy, use strategies based on consistent philosophical and psychological reasoning, provide alternative strategies for students attempting to achieve the same objective, and evaluate effectiveness of strategies in relation to different students.

The fourth competency specified by the teachers at Gabe Allen Elementary was "Manage deviant behavior." This includes a teacher's ability to notice behavior before it becomes disruptive, use negative and positive reinforcement to modify behavior, sh[illegible]behavior toward positive levels by using small successive approximation, offer reinforcement for achievement in the cognitive, affective, and psychomotor domains, and to allow peers as well as adults and the individual student to determine reinforcement.

Competency number 5 was "Utilizes a variety of instructional materials and resources." Competency in this area relates to supplementing texts and materials provided by the school with some teacher-made materials, allowing students to bring learning aids, selecting and/or developing instructional materials which are appropriate to individual learner needs, encouraging students to develop materials to assist

their learning (e.g., protractors, number lines, maps, etc.), and utilizing materials and resources as part of learning experiences necessary to achieve specified student objectives.

Descriptions of each competency are available in the survey booklet, Teacher Competency Inventory.

RESULTS OF THE SURVEY: ARCADIA PARK ELEMENTARY

The current level and desired level means for each of the 33 competencies were translated into rank order so that the difference between current level and desired level could be determined. Table 8 lists the results of the analysis for all teachers from Arcadia Park Elementary. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

The first competency, "Interact with parent and community," involves a teacher's ability to communicate and establish rapport with parents, interpret the values of the community, describe the unique characteristics of the community, and to tailor instructional goals and activities so that the resources of the community will be utilized.

Competency number 2 was "Utilizes a variety of instructional materials and resources." Competence in this area relates to supplementing texts and materials provided by the school with some teacher-made materials, allowing students to bring learning aids, selecting and/or developing instructional materials which are appropriate to individual learner

Table 8

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): 02 Arcadia Park Elementary
GRADE(S): ALL SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
32 INTERACT WITH PARENT & COMMUNITY	4.67	30.0	7.53	5.0	2.87	25.00
19 USE VARIETY OF INSTRUCTION MATERIAL	5.27	19.5	7.60	3.0	2.33	16.50
21 USE POSITIVE REINFORCEMENT	5.33	18.0	7.53	5.0	2.20	13.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.73	29.0	7.20	16.5	2.47	12.50
20 INDIVIDUALIZE INSTRUCTION	5.19	23.5	7.37	12.0	2.19	11.50
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.20	22.0	7.40	10.5	2.20	11.50
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.00	26.5	7.20	16.5	2.20	10.00
15 IDENTIFY STUDENT MISCONCEPTIONS	5.67	9.5	7.87	1.0	2.20	8.50
22 ASK HIGHER-ORDER QUESTIONS	5.27	19.5	7.33	13.5	2.07	6.00
24 MANAGE DEVIANT BEHAVIOR	5.00	26.5	7.00	21.0	2.00	5.50
14 RESPOND TO STUDENT 'COPING' BEHAVIOR	5.63	12.0	7.50	7.0	1.88	5.00
25 BUILD STUDENT SELF-CONCEPTS	5.53	13.0	7.47	8.0	1.93	5.00
9 STATE COMPETENCY-BASED OBJECTIVES	3.80	33.0	6.33	30.0	2.53	3.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.80	7.5	7.53	5.0	1.73	2.50
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.47	14.0	7.33	13.5	1.87	2.50

continued ↓

Teacher Center: ALL
School: 02 Arcadia Park Elem.

Table 8 continued

Grade: ALL

Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.64	11.0	7.43	9.0	1.79	2.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
2 DESIGN AND USE TEACHER-MADE TESTS	4.38	32.0	5.94	32.5	1.56	-.50
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.21	1.0	7.79	2.0	1.57	-1.00
4 GATHER INFO ON STUDENT DIFFERENCE	4.80	28.0	6.47	29.0	1.67	-1.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.50	31.0	5.94	32.5	1.44	-1.50
8 IDENTIFY GOALS & OBJECTIVES	5.12	25.0	6.56	27.0	1.44	-2.00
16 PROVIDE COMMUNICATIO PATTERNS	5.67	9.5	7.27	15.0	1.60	-5.50
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	6.93	3.5	7.40	10.5	1.47	-7.00

continued ↓

Teacher Center: ALL Table 8 continued
School: 02 Grade: ALL Subject: ALL
Arcadia Park Elem.

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
3 USE INTERVIEW TECHNIQUES	5.25	21.0	6.50	28.0	1.25	-7.00
5 GROUP STUDENTS ON BASIS OF DATA	5.19	23.5	6.19	31.0	1.00	-7.50
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.50	14.0	6.94	22.0	1.44	-8.00
21 PLAN ACTIVITIES WITH STUDENTS	5.47	14.0	6.80	25.5	1.33	-9.50
24 DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.47	14.0	6.80	25.5	1.33	-9.50
13 GIVE CLEAR DIRECTIONS	5.80	7.5	7.13	20.0	1.33	-12.50
12 SEQUENCE LEARNING EXPERIENCES	5.81	5.5	7.19	18.5	1.37	-13.00
11 PLAN DAILY, ACHIEVING LONG-RANGE GOALS	6.06	2.0	7.19	18.5	1.12	-16.50
7 PLAN FOR ROUTINE TASKS	5.81	5.5	6.81	24.0	1.00	-18.50
6 ORGANIZE RESOURCES & MATERIALS	5.93	3.5	6.87	23.0	.93	-19.50

needs, encouraging students to develop materials to assist their learning, and utilizing materials and resources as part of learning experiences necessary to achieve specified student objectives.

The third competency was "Use positive reinforcement patterns with students." Competency in positive reinforcement involves developing rules for conduct in classroom, praising students who exhibit desired behavior, permitting students to develop some rules for the class, working with students to enable each one to determine what will be reinforcing for him, making each student feel successful, and judging the act and not the student.

Competency number 4 was "Evaluate teaching behavior using coded instruments and plan for change on basis or results." This requires that teachers try many different approaches to teaching and attempt to analyze their efforts, view video tapes of their teaching, seek assistance from peers and supervisors in the gathering of information (interaction analysis, etc.), and use tape recordings of classroom proceedings to study questioning and other relevant verbal interaction.

The fifth competency, "Individualize instruction," involves considering grade level and subject matter, using summary evaluation to measure achievement, using diagnostic procedures to identify individual differences and needs, preparing unique learning experiences for different individuals,

measuring pupil progress by various techniques, and grouping students according to individual learning needs, interests, and abilities.

Descriptions of each competency are available in the survey instrument, Teacher Competency Inventory.

RESULTS OF THE SURVEY: C. F. CARR ELEMENTARY SCHOOL

The current level and desired level means for each of the 33 competencies were translated into rank order so that the differences between current level and desired level could be determined. Table 9 lists the results for all teachers from C. F. Carr Elementary. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

Competency number 1, "Organizes resources and materials for effective instruction," relates to a teacher's competence in selecting and organizing a variety of appropriate resources and materials. These include textbooks, library books, supplementing materials and resources, and various audio-visual equipment and materials. In addition to selecting and organizing resources, this competency involves operating audio-visual equipment, providing time for students to use resources, offering alternative materials to achieve an objective, involving students in the management of resources and materials, and selecting materials appropriate for different individuals.

Table 9

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): 03 C. F. Carr Elementary
GRADE(S): ALL SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
6 ORGANIZE RESOURCES & MATERIALS	5.37	19.0	7.11	7.0	1.74	12.00
21 PLAN ACTIVITIES WITH STUDENTS	5.44	17.0	7.15	6.0	1.71	11.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.49	15.0	7.31	4.0	1.83	11.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.18	25.0	6.91	16.0	1.74	9.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.85	32.0	6.71	24.0	1.85	8.00
19 USE VARIETY OF INSTRUCTION MATERIAL	5.58	14.0	7.11	8.0	1.53	6.00
25 BUILD STUDENT SELF-CONCEPTS	5.64	11.0	7.15	5.0	1.52	6.00
32 INTERACT WITH PARENT & COMMUNITY	5.12	27.0	6.79	22.0	1.68	5.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.42	33.0	6.42	29.0	2.00	4.00
3 USE INTERVIEW TECHNIQUES	5.41	18.0	6.94	14.0	1.53	4.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.00	6.0	7.33	3.0	1.33	3.00
7 PLAN FOR ROUTINE TASKS	6.06	5.0	7.36	2.0	1.31	3.00
24 MANAGE DEVIANT BEHAVIOR	5.33	21.0	6.89	18.0	1.56	3.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.20	24.0	6.86	21.0	1.66	3.00
11 PLAN DAILY, ACHIEVING LONG-RANGE GOALS	5.09	28.0	6.53	26.0	1.44	2.00

continued ↓

Teacher Center: ALL Table 9 continued

School: 03 C. F. Carr Elementary Grade: ALL Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
14 RESPOND TO STUDENT !COPING! BEHAVIOR	5.59	12.5	7.06	11.0	1.47	1.50
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.33	2.0	7.39	1.0	1.06	1.00
22 ASK HIGHER-ORDER QUESTIONS	5.21	23.0	6.79	23.0	1.58	.00
4 GATHER INFO ON STUDENT DIFFERENCE	4.91	30.0	6.34	30.0	1.43	.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
15 IDENTIFY STUDENT MISCONCEPTIONS	5.94	7.0	7.09	9.0	1.16	-2.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.69	10.0	7.03	12.0	1.34	-2.00
12 SEQUENCE LEARNING EXPERIENCES	5.03	22.0	6.26	31.0	1.24	-2.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.88	31.0	6.21	33.0	1.32	-2.00

continued ↓

Table 9 continued

Teacher Center: ALL
School: 03 Grade: ALL Subject: ALL
C. F. Carr Elementary

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.77	8.0	6.94	13.0	1.17	-5.00
8 IDENTIFY GOALS & OBJECTIVES	5.23	22.0	6.49	28.0	1.26	-6.00
7 DESIGN AND USE TEACHER-MADE TESTS	5.14	26.0	6.26	32.0	1.11	-6.00
23 USE POSITIVE REINFORCEMENT	6.09	4.0	7.09	10.0	1.00	-6.00
5 GROUP STUDENTS ON BASIS OF DATA	5.59	12.5	6.88	19.0	1.29	-6.50
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.35	20.0	6.52	27.0	1.16	-7.00
24 DEVELOP CULTURAL PLURALISM IN STUDENTS	5.76	9.0	6.91	17.0	1.15	-8.00
20 INDIVIDUALIZE INSTRUCTION	5.47	16.0	6.61	25.0	1.14	-9.00
13 GIVE CLEAR DIRECTIONS	6.36	1.0	6.94	15.0	.58	-14.00
16 PROVIDE COMMUNICATION PATTERNS	6.09	3.0	6.88	20.0	.79	-17.00

Competency number 2 was "Plan activities with children," which involves changing plans to suit student needs and interests, engineering student consent, allowing students to evaluate certain activities, evaluating with students how well activities have been accomplished, and being able to determine in which activities students should have a voice in planning.

The third competency identified was "Adapt to new or confusing situations readily." This competency requires that teachers adjust to new situations, explain new situations to students, ask for assistance when necessary, have high tolerance for ambiguity, make immediate plans to improve new situations, react to new situations by sorting out the relevant factors and dealing with them.

The fourth competency identified was "Employs a variety of appropriate instructional strategies and tactics," This requires that teachers vary their teaching strategies for individual students, describe the rationale and theoretical construct for the employemnt of a strategy, use strategies based on consistent philosophical and psychological reasoning, provide alternative strategies for students attempting to achieve the same objective, and evaluate effectiveness of strategies in relation to different students.

The last competency specified by teachers at C. F. Carr Elementary was "Evaluate teaching and plan for change on the basis of the results." This particular area is significant in that it suggests a willingness on the part of all teachers

to improve their teaching competence. This competency involves teachings in using different approaches and analyzing the results, seeking assistance from others in the analysis of teaching behavior, and using audio and video recordings to collect and analyze data on teaching behavior.

Descriptions of all competencies are available in the survey instrument, Teacher Competency Inventory.

RESULTS OF SURVEY: G. W. CARVER ELEMENTARY

The current level and desired level means for each of the 33 competencies were translated in rank order so that the difference between current level and desired level could be determined. Table 10 lists the competencies as ranked by the G. W. Carver staff. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

The competency with the greatest change in rank was "Individualize instruction," which involves considering grade level and subject matter, using summary evaluation to measure achievement, using diagnostic procedures to identify individual differences and needs, preparing unique learning experiences for different individuals, measuring pupil progress by various techniques, and grouping students according to individual learning needs, interests, and abilities.

Competency number 2 specified by the G. W. Carver Elementary staff was "Sequences learning activities and experiences

Table 10

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): 04 G. W. Carver Elementary
GRADE(S): ALL SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
20 INDIVIDUALIZE INSTRUCTION	5.26	21.0	7.64	2.0	2.38	19.00
12 SEQUENCE LEARNING EXPERIENCES	5.17	25.0	7.35	10.0	2.19	15.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.24	22.0	7.32	11.5	2.08	10.50
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.51	13.0	7.47	5.0	1.96	8.00
6 ORGANIZE RESOURCES & MATERIALS	5.56	11.0	7.58	3.0	2.02	8.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.14	27.0	7.22	22.0	2.08	5.00
32 INTERACT WITH PARENT & COMMUNITY	5.21	23.0	7.29	18.0	2.08	5.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.36	33.0	6.92	30.0	2.56	3.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.16	26.0	7.20	23.0	2.04	3.00
4 GATHER INFO ON STUDENT DIFFERENCE	4.76	30.0	7.02	27.0	2.26	3.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.35	16.0	7.31	13.0	1.96	3.00
8 IDENTIFY GOALS & OBJECTIVES	5.28	18.0	7.30	15.5	2.02	2.50
14 RESPOND TO STUDENT (CORING) BEHAVIOR	5.86	3.0	7.66	1.0	1.80	2.00
23 USE POSITIVE REINFORCEMENT	5.66	9.0	7.38	8.0	1.72	1.00
2 DESIGN AND USE TEACHER-MADE TESTS	4.80	29.0	7.00	28.0	2.20	1.00

continued ↓

Table 10 continued

Teacher Center: ALL
School: 04 G. W. Carver Elem. Grade: ALL Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
21 PLAN ACTIVITIES WITH STUDENTS	5.27	19.0	7.27	19.0	2.00	.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
27 REACT SENSITIVELY TO NEEDS OF OTHERS	5.78	6.0	7.45	6.5	1.67	-.50
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.56	31.0	6.69	32.0	2.12	-1.00
24 MANAGE DEVIANT BEHAVIOR	5.18	24.0	7.14	25.0	1.96	-1.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.52	32.0	6.62	33.0	2.10	-1.00
15 IDENTIFY STUDENT MISCONCEPTIONS	5.90	2.0	7.56	4.0	1.66	-2.00
11 PLAN DAILY, ACHIEVING LONG-RANGE GOALS	5.55	12.0	7.31	14.0	1.76	-2.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.38	15.0	7.30	17.0	1.91	-2.00

continued ↓

Teacher Center: ALL
School: 04 G. W. Carver Elem.

Table 10 continued

Grade: ALL

Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
13 GIVE CLEAR DIRECTIONS	5.80	4.0	7.45	6.5	1.65	-2.50
22 ASK HIGHER-ORDER QUESTIONS	4.92	28.0	6.90	31.0	1.98	-3.00
25 BUILD STUDENT SELF-CONCEPTS	5.27	20.0	7.18	24.0	1.92	-4.00
19 USE VARIETY OF INSTRUCTION MATERIAL	5.78	5.0	7.36	9.0	1.58	-4.00
1 USE INTERVIEW TECHNIQUES	5.76	7.0	7.32	11.5	1.56	-4.50
5 GROUP STUDENTS ON BASIS OF DATA	5.33	17.0	7.04	26.0	1.71	-9.00
14 PROVIDE COMMUNICATIO PATTERNS	5.64	10.0	7.26	20.0	1.62	-10.00
24 DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.75	8.0	7.23	21.0	1.48	-13.00
7 PLAN FOR ROUTINE TASKS	6.00	1.0	7.30	15.5	1.30	-14.50
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.46	14.0	6.93	29.0	1.48	-15.00

logically and psychologically." Competency in this area requires that teachers vary time so students can work at their own rate as they progress through the learning experience, such as learning theory, motivation research, structure of the discipline, and theories of social, physical, and intellectual development.

The third competency, "Organizes instruction around goals and objectives," involves teachers in planning instruction around class and individual objectives, providing alternative activities for different students, evaluating the program on the basis of attainment of objectives, and in involving students in the setting of some objectives.

The fourth competency was "Establishes set (motivation, transition, environmental condition) which is varied and appropriate." Competnecy in this area requires that a teacher use a variety of media to motivate students, arrange environmental conditions to enhance the development of attentional set, choose goals and objectives which sound interesting, and relate activities to students' knowledge and experiences in relevant ways.

Competency number 5, "Organizes resources and materials for effective instruction," involves selection and appropriate use of materials and audio-visual equipment, provision of time and resources for students to select and use materials, provision of alternative materials to achieve the same objective, and enlistment of student cooperation in monitoring materials and equipemnt.

Descriptions of each competency are available in the survey instrument, Teacher Competency Inventory.

RESULTS OF THE SURVEY: FRED DOUGLASS ELEMENTARY

The current level and desired level means for each of the 33 competencies were translated into rank order so that the difference between current level and desired level could be determined. Table 11 lists the results of the survey for all teachers from Fred Douglass Elementary School. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

Competency number 1, "Organizes instruction around goals and objectives," involves teachers in planning instruction around goals and objectives, providing alternative activities to meet varying group and individual objectives, evaluating the program on the basis of attainment of objectives, and involving students in both planning and evaluation of class and individual objectives.

The second competency was "Establishes set (motivation, transition, environmental condition) which is varied and appropriate." Competency in this area requires that a teacher use a variety of media to motivate students, arrange environmental conditions to enhance the development of attentional set, choose goals and objectives which sound interesting, and relate activities to students knowledge and experiences in relevant ways.

Table 11

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): 05 Fred Douglass Elem.
GRADE(S): ALL SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.36	29.0	7.57	6.0	2.21	22.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.47	20.0	7.40	4.0	1.93	16.00
23 USE POSITIVE REINFORCEMENT	5.53	24.0	7.53	8.0	2.00	16.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	6.00	12.5	7.71	2.0	1.71	10.50
3 USE INTERVIEW TECHNIQUES	5.73	18.0	7.53	8.0	1.80	10.00
2 DESIGN AND USE TEACHER-MADE TESTS	5.60	22.5	7.33	15.5	1.73	7.00
4 ORGANIZE RESOURCES & MATERIALS	6.14	8.0	7.86	1.0	1.71	7.00
24 MANAGE DEVIANT BEHAVIOR	5.60	22.5	7.33	15.5	1.73	7.00
22 ASK HIGHER-ORDER QUESTIONS	5.47	25.0	7.27	18.5	1.80	6.50
9 STATE COMPETENCY-BASED OBJECTIVES	4.13	33.0	6.87	28.0	2.73	5.00
7 PLAN FOR ROUTINE TASKS	5.80	17.0	7.40	12.5	1.60	4.50
5 IDENTIFY GOALS & OBJECTIVES	5.20	30.0	7.00	24.0	1.80	4.00
12 SEQUENCE LEARNING EXPERIENCES	5.40	24.5	7.13	23.5	1.73	3.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.60	32.0	6.80	29.5	2.20	2.50
30 ADAPT TO NEW OR CONFUSED SITUATION	6.00	12.5	7.47	10.0	1.47	2.50

continued ↓

Table 11 continued

Teacher Center: ALL
School: 05 Fred Douglass Elem.
Grade: ALL
Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
14 RESPOND TO STUDENT (COPING) BEHAVIOR	6.27	6.0	7.60	4.0	1.33	2.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
15 IDENTIFY STUDENT MISCONCEPTIONS	5.93	14.5	7.33	15.5	1.40	-1.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	5.13	31.0	6.47	32.5	1.33	-1.50
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.27	29.0	6.67	31.0	1.40	-2.00
11 PLAN DAILY, ACHIEVING LONG-RANGE GOALS	5.40	26.5	6.80	29.5	1.40	-3.00
5 GROUP STUDENTS ON BASIS OF DATA	6.14	8.0	7.43	11.0	1.29	-3.00
19 USE VARIETY OF INSTRUCTION MATERIAL	6.33	5.0	7.53	8.0	1.20	-3.00
1A PROVIDE COMMUNICATIO PATTERNS	6.73	1.0	7.60	4.0	.87	-3.00

continued ↓

Table 11 continued

Teacher Center: ALL
School: 05 Fred Douglass Elem.
Grade: ALL
Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
21 PLAN ACTIVITIES WITH STUDENTS	5.67	20.0	7.07	25.0	1.40	-5.00
20 INDIVIDUALIZE INSTRUCTION	5.87	14.0	7.13	23.5	1.27	-7.50
25 BUILD STUDENT SELF-CONCEPTS	6.07	10.5	7.27	18.5	1.20	-8.00
24 DEVELOP CULTURAL PLU RALISM IN STUDENTS	6.53	3.5	7.40	12.5	.87	-9.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	6.07	10.5	7.20	20.5	1.13	-10.00
4 GATHER INFO ON STUDENT DIFFERENCE	5.93	14.5	6.93	27.0	1.00	-12.50
32 INTERACT WITH PARENT & COMMUNITY	5.67	20.0	6.47	32.5	.80	-12.50
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.60	2.0	7.33	15.5	.73	-13.50
29 ENGAGE IN PROFESSION AL DEVELOPMENT	6.14	8.0	7.14	22.0	1.00	-14.00
13 GIVE CLEAR DIRECTIONS	6.53	3.5	7.20	20.5	.67	-17.00

Competency number 3, "Use positive reinforcement patterns with students," relates to developing rules for conduct in the classroom, praising students who exhibit desired behavior, permitting students to develop some rules for the class, working with students to enable each one to determine what will be reinforcing for him, making each student feel successful, and judging the act rather than the student.

The fourth competency identified was "Employs a variety of appropriate instructional strategies and tactics." This requires that teachers vary their teaching strategies for individual students, describe the rationale and theoretical construct for the employment of a strategy, use strategies based on consistent philosophical and psychological reasoning, provide alternative strategies for students attempting to achieve the same objective, and evaluate effectiveness of strategies in relation to different students.

Competency number 5, "Use interview techniques," involves a teaching ability to recognize when students have problems and to confer with them, to determine from verbal interaction how well students are learning, to use Piagetan techniques to ascertain appropriate objectives and activities, and to be able to establish the climate and relationship which enourages learners to interact with the teacher.

Descriptions of each competency are available in the survey instrument, Teacher Competency Inventory.

RESULTS OF THE SURVEY: AMELIA EHRHART ELEMENTARY

The current level and desired level means for each of the 33 competencies were translated into rank order so that the difference between current level and desired level could be determined. Table 12 lists the five competencies which had the greatest change in rank. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

The competency with the greatest discrepancy was "Manage deviant behavior," which includes a teacher's ability to notice behavior before it becomes disruptive, use negative and positive reinforcement to modify behavior, shape behavior toward positive levels by using small sucessive approximation, offer reinforcement for achievement in the cognitive, affective, and psychomotor domains, and to allow peers as well as adults and the individual student to determine reinforcement.

The second competency, "Individualize instruction," involves considering grade level and subject matter, using summary evaluation to measure achievement, using diagnostic procedures to identify individual differences and needs, preparing unique learning experiences for different individuals, measuring pupil progress by various techniques, and grouping students according to individual learning needs, interests, and abilities.

Table 12

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): 06 Amelia Ehrhart Elem.
GRADE(S): ALL SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
24 MANAGE DEVIANT BEHAVIOR	5.19	23.0	7.81	6.0	2.62	17.00
20 INDIVIDUALIZE INSTRUCTION	5.00	27.5	7.25	18.0	2.25	9.50
25 BUILD STUDENT SELF-CONCEPTS	5.34	15.5	7.81	6.0	2.47	9.50
4 GATHER INFO ON STUDENT DIFFERENCE	5.22	21.5	7.50	13.5	2.28	8.00
32 INTERACT WITH PARENT & COMMUNITY	4.84	29.5	7.19	22.5	2.34	7.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.25	20.0	7.47	15.0	2.22	5.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.28	18.0	7.50	13.5	2.22	4.50
14 RESPOND TO STUDENT !COPING! BEHAVIOR	5.87	7.0	7.97	3.0	2.09	4.00
23 USE POSITIVE REINFORCEMENT	5.53	12.0	7.59	8.0	2.06	4.00
26 DEVELOP CULTURAL PLURALISM IN STUDENTS	6.00	4.0	8.16	1.0	2.16	3.00
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.00	4.0	8.09	2.0	2.09	2.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.06	26.0	7.16	24.5	2.09	1.50
30 ADAPT TO NEW OR CONFUSED SITUATION	5.41	13.0	7.53	12.0	2.12	1.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.50	32.0	6.78	31.0	2.28	1.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.84	29.5	6.81	29.0	1.97	.50

continued ↓

Table 12 continued

Teacher Center: ALL
School: 06 Amelia Ehrhart Elem. Grade: ALL Subject: ALL

COMPETENC	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
7 DESIGN AND USE TEACHER-MADE TESTS	4.47	33.0	6.34	33.0	1.88	.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
8 IDENTIFY GOALS & OBJECTIVES	5.12	25.0	7.12	26.0	2.00	-1.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.66	31.0	6.62	32.0	1.97	-1.00
13 GIVE CLEAR DIRECTIONS	6.12	2.0	7.87	4.0	1.75	-2.00
15 IDENTIFY STUDENT MISCONCEPTIONS	6.00	4.0	7.81	6.0	1.81	-2.00
16 PROVIDE COMMUNICATIO PATTERNS	5.75	8.0	7.56	10.0	1.81	-2.00
21 PLAN ACTIVITIES WITH STUDENTS	5.28	18.0	7.22	20.5	1.94	-2.50
22 ASK HIGHER-ORDER QUESTIONS	5.00	27.5	6.81	30.0	1.81	-2.50

continued ↓

Table 12 continued

Teacher Center: ALL
School: 06 Amelia Earhart Elem.
Grade: ALL
Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.22	21.5	7.16	24.5	1.94	-3.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.13	24.0	7.00	27.0	1.87	-3.00
12 SEQUENCE LEARNING EXPERIENCES	5.37	14.0	7.28	17.0	1.91	-3.00
6 ORGANIZE RESOURCES & MATERIALS	5.97	6.0	7.56	10.0	1.59	-4.00
5 GROUP STUDENTS ON BASIS OF DATA	5.34	15.5	7.19	22.5	1.84	-7.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.69	9.0	7.34	16.0	1.66	-7.00
19 USE VARIETY OF INSTRUCTION MATERIAL	5.61	10.0	7.23	19.0	1.61	-9.00
7 PLAN FOR ROUTINE TASKS	6.16	1.0	7.56	10.0	1.41	-9.00
3 USE INTERVIEW TECHNIQUES	5.59	11.0	7.22	20.5	1.62	-9.50
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.28	18.0	6.94	28.0	1.66	-10.00

Competency number 3, "Build students' self-concepts," relates to the affective, interpersonal relationship between teacher and student. This involves conveying to the class their importance, assigning important tasks to each student, varying objectives and activities so that all students can achieve in some manner, promoting open communication, recognizing earlier achievement to offset discouragement, and creating an atmosphere in which each student can develop his own values, ideals, and see a positive future for himself.

Competency number 4 was "Gathers information on individual differences among students such as interest, values, cultural and socio-economic background." This relates to reading and adding periodically to students' records, using information from as many sources as possible to learn about students, using appropriate procedures and instruments to collect data, interviewing family members to establish reference points in determining student needs, and accepting and appreciating differences in students between and within cultural groups.

Competency number 5, "Interacts with parent and community," involves a teacher in understanding and interpreting the values of the community, cooperating with the community, and tailoring the instruction to utilize resources in the community.

Descriptions of each competency are available in the survey instrument, Teacher Competency Inventory.

RESULTS OF THE SURVEY: SIDNEY LANIER ELEMENTARY

The current level and desired level means for each of the 33 competencies were translated into rank order so that the differences between current level and desired level could be determined. Table 13 lists the results of the survey for all teachers from Sidney Lanier Elementary. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

The first competency specified by the teachers at Sidney Lanier Elementary was "Manage deviant behavior." This includes a teacher's ability to notice behavior before it becomes disruptive, use negative and positive reinforcement to modify behavior, shape behavior toward positive levels by using small successive approximation, offer reinforcement for achievement in the cognitive, affective, and psychomotor domains, and to allow peers as well as adults and the individual student to determine reinforcement.

The second competency, "Individualize instruction," involves considering grade level and subject matter, using summary evaluation to measure achievement, using diagnostic procedures to identify individual differences and needs, preparing unique learning experiences for different individuals, measuring pupil progress by various techniques, and grouping students according to individual learning needs, interests, and abilities.

Table 13

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): 07 Sidney Lanier Elem.
GRADE(S): ALL SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
24 MANAGE DEVIANT BEHAVIOR	4.87	20.0	7.35	3.5	2.48	16.50
20 INDIVIDUALIZE INSTRUCTION	4.75	24.0	6.96	12.0	2.21	14.00
14 RESPOND TO STUDENT (CORING) BEHAVIOR	5.33	9.5	7.42	1.0	2.08	8.50
15 IDENTIFY STUDENT MISCONCEPTIONS	5.12	12.0	7.21	6.0	2.08	6.00
23 USE POSITIVE REINFORCEMENT	5.35	7.5	7.39	2.0	2.04	5.50
28 MONITER & MODIFY ON BASIS OF FEEDBACK	4.91	19.0	6.96	13.5	2.04	5.50
27 REACT SENSITIVELY TO NEEDS OF OTHERS	5.35	7.5	7.35	3.5	2.00	4.00
19 USE VARIETY OF IN-STRUCTION MATERIAL	5.04	15.0	7.08	11.0	2.04	4.00
32 INTERACT WITH PARENT & COMMUNITY	4.71	27.0	6.57	23.0	1.86	4.00
22 ASK HIGHER-ORDER QUESTIONS	4.78	24.5	6.65	21.5	1.87	3.00
11 PLAN DAILY, ACHIEVING LONG-RANGE GOALS	4.57	29.0	6.48	24.5	1.91	1.50
12 SEQUENCE LEARNING EXPERIENCES	4.50	30.5	6.42	29.0	1.92	1.50
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.36	33.0	6.00	32.0	1.64	1.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.33	9.5	7.12	9.0	1.79	.50
29 ENGAGE IN PROFESSION AL DEVELOPMENT	5.00	16.0	6.87	16.0	1.87	.00

continued

Table 13 continued

Teacher Center: ALL
School: 07 Sidney Lanier Elem.
Grade: ALL
Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
4 GATHER INFO ON STUDENT DIFFERENCE	4.50	30.5	6.29	30.5	1.79	.00
5 GROUP STUDENTS ON BASIS OF DATA	4.96	17.0	6.83	17.0	1.88	.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
8 IDENTIFY GOALS & OBJECTIVES	4.96	18.0	6.74	19.0	1.78	-1.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.46	32.0	5.87	33.0	1.42	-1.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.79	23.0	6.54	24.0	1.75	-1.00
2 DESIGN AND USE TEACHER-MADE TESTS	4.54	29.0	6.29	30.5	1.75	-1.50
30 ADAPT TO NEW OR CONFUSED SITUATION	4.78	24.5	6.48	26.5	1.70	-2.00
21 PLAN ACTIVITIES WITH STUDENTS	5.08	13.0	6.88	15.0	1.79	-2.00

continued ↓

Table 13 continued

Teacher Center: ALL
School: 07 Sidney Lanier Elem. Grade: ALL Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
14 PROVIDE COMMUNICATIO PATTERNS	5.42	5.5	7.12	9.0	1.71	-3.50
13 GIVE CLEAR DIRECTIONS	5.70	1.0	7.26	5.0	1.57	-4.00
3 USE INTERVIEW TECHNIQUES	4.83	21.0	6.50	25.0	1.67	-4.00
25 BUILD STUDENT SELF-CONCEPTS	5.46	4.0	7.12	9.0	1.67	-5.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.54	2.0	7.17	7.0	1.62	-5.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	4.81	22.0	6.48	28.0	1.67	-6.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.04	14.0	6.65	21.5	1.61	-7.50
7 PLAN FOR ROUTINE TASKS	5.13	11.0	6.70	20.0	1.57	-9.00
24 DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.52	3.0	6.96	13.5	1.43	-10.50
4 ORGANIZE RESOURCES & MATERIALS	5.42	5.5	6.79	18.0	1.37	-12.50

The third competency was "Respond to coping behavior of students." This involves being fair with students and treating them equally, working with students individually, reacting positively to students who cope inappropriately, looking for hidden reasons for inappropriate behavior, and realizing that differences in students require different strategies to help cope in positive, constructive ways.

The competency with the fourth greatest discrepancy as perceived by the Sidney Lanier Elementary staff was "Identifies clues to student misconceptions or confusion." This requires that teachers recognize when students do not understand instructions, base present procedures on past experiences, observe non-verbal or verbal behaviors for clues to misconceptions, create an atmosphere in which students feel free to seek help, and use a variety of preassessment procedures to prevent confusion and misconceptions.

The fifth competency was "Use positive reinforcement patterns with students." Competence in positive reinforcement involves developing rules for conduct in the classroom, praising students who exhibit desired behavior, permitting students to develop some rules for the class, working with students to enable each one to determine which will be reinforcing for him, making each student feel successful, and judging the act rather than the student.

Descriptions of each competency are available in the survey instrument, Teacher Competency Inventory.

RESULTS OF THE SURVEY: BENITO JUAREZ ELEMENTARY

The current level and desired level means for each of the 33 competencies were translated into rank order so that the difference between current level and desired level could be determined. Table 14 lists the competencies as ranked by the Benito Juarez staff. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

The first competency specified by the teachers at Benito Juarez Elementary was "Manage deviant behavior." This includes a teacher's ability to notice behavior before it becomes disruptive, use negative and positive reinforcement to modify behavior, shape behavior toward positive levels by using small successive approximation, offer reinforcement for achievement in the cognitive, affective, and psychomotor domains, and to allow peers as well as adults and the individual student to determine reinforcement.

Competency #2, "Design and use teacher-made tests," involves the use of diagnostic tests based on objectives for grouping of students, writing test items which meet acceptable criteria, using test results to revise objectives and activities, establishing reliability and validity of tests, and administering series of evaluations so that the process is continuous.

Table 14

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): OR Benito Juarez Elem.
GRADE(S): ALL SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
24 MANAGE DEVIANT BEHAVIOR	3.87	30.5	8.50	6.0	4.62	24.50
2 DESIGN AND USE TEACHER-MADE TESTS	3.75	33.0	8.37	12.0	4.62	21.00
32 INTERACT WITH PARENT & COMMUNITY	4.14	23.0	8.57	4.0	4.43	19.00
4 ORGANIZE RESOURCES & MATERIALS	4.57	18.0	8.71	3.0	4.14	15.00
14 RESPOND TO STUDENT (COPING) BEHAVIOR	4.22	22.0	8.44	9.0	4.22	13.00
23 USE POSITIVE REINFORCEMENT	4.89	14.5	8.78	2.0	3.89	12.50
9 STATE COMPETENCY-BASED OBJECTIVES	3.78	32.0	8.22	20.5	4.44	11.50
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	4.00	27.0	8.33	15.5	4.33	11.50
22 ASK HIGHER-ORDER QUESTIONS	4.00	27.0	8.33	15.5	4.33	11.50
5 GROUP STUDENTS ON BASIS OF DATA	5.12	10.0	8.87	1.0	3.75	9.00
13 GIVE CLEAR DIRECTIONS	4.38	20.5	8.37	12.0	4.00	8.50
20 INDIVIDUALIZE INSTRUCTION	3.89	29.0	8.22	20.5	4.33	8.50
18 EMPLOY INSTRUCTIONAL STRATEGIES	4.00	27.0	8.17	22.5	4.17	4.50
10 INSTRUCT AROUND GOALS & OBJECTIVES	3.87	30.5	8.13	24.5	4.25	4.00
12 SEQUENCE LEARNING EXPERIENCES	5.11	11.0	8.44	9.0	3.33	2.00

continued ↓

Table 14 continued

Teacher Center: ALL
School: 08 Benito Juarez Elem. Grade: ALL Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
3 USE INTERVIEW TECHNIQUES	5.25	6.5	8.50	4.0	3.25	.50
4 GATHER INFO ON STUDENT DIFFERENCE	4.50	19.0	8.25	18.5	3.75	.50
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
7 PLAN FOR ROUTINE TASKS	4.62	14.5	8.25	18.5	3.62	-2.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.12	24.0	8.00	28.0	3.87	-4.00
14 PROVIDE COMMUNICATIO PATTERNS	6.25	2.0	8.50	6.0	2.25	-4.00
15 IDENTIFY STUDENT MISCONCEPTIONS	5.25	6.5	8.37	12.0	3.13	-5.50
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.38	20.5	8.13	26.5	1.75	-6.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	4.11	25.0	7.33	32.5	3.22	-7.50

continued

Table 14 continued

Teacher Center: ALL
School: 08 Benito Juarez Elem.
Grade: ALL
Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.44	1.0	8.44	9.0	2.00	-8.00
25 BUILD STUDENT SELF-CONCEPTS	5.44	5.0	8.33	15.5	2.89	-10.50
30 ADAPT TO NEW OR CONFUSED SITUATION	5.56	4.0	8.33	15.5	2.78	-11.50
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.00	12.5	8.14	24.5	3.14	-12.00
21 PLAN ACTIVITIES WITH STUDENTS	4.42	16.5	7.87	29.0	3.25	-12.50
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.14	9.0	8.14	24.5	3.00	-15.50
8 IDENTIFY GOALS & OBJECTIVES	4.89	14.5	7.56	30.0	2.67	-15.50
24 DEVELOP CULTURAL PLURALISM IN STUDENTS	5.83	3.0	8.17	22.5	2.33	-19.50
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.00	12.5	7.33	32.5	2.33	-20.00
19 USE VARIETY OF INSTRUCTION MATERIAL	5.22	8.0	7.44	31.0	2.22	-23.00

The third competency, "Interact with parent and community," involves teachers in interpreting school programs to parents, understanding the unique characteristics and needs of the community, promoting positive feelings by parents toward the school, and tailoring instruction to utilize community resources.

Competency number 4,"Organizes resources and materials for effective instruction," relates to teacher's competence in selecting and organizing a variety of appropriate resources and materials. These include textbooks, library books, supplementing materials and resources, and various audio-visual equipment and materials. In addition to selecting and organizing resources, this competency involves operating audio-visual equipment, providing time for students to use resources, offering alternative materials to achieve an objective, involving students in the management of resources and materials, and selecting materials appropriate for different individuals.

The fifth competency, "Responds to coping behavior of students," relates to being fair in resolving conflicts, treating students the same, reacting positively to students who cannot get along by communicating a need to use socially acceptable coping behaviors, looking objectively for other reasons for inappropriate behavior other than those on the surface, and realizing that each student is unique, and that different strategies may be needed to help each student cope in ways that are positive and constructive.

Descriptions for each competency are available in the survey instrument, Teacher Competency Inventory.

RESULTS OF THE SURVEY: STEVENS PARK ELEMENTARY SCHOOL

The current level and desired level means for each of the 33 competencies were translated into rank order so that the differences between current level and desired level could be determined. Table 15 lists the competencies as ranked by the Stevens Park staff. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

The first competency identified was "Adapt to new or confusing situations readily." This competency requires that teachers adjust to new situations, explain new situations to students, ask for assistance when necessary, have high tolerance for ambiguity, make immediate plans to improve new situations, react to new situations by sorting out the relevant factors and dealing with them.

Competency number 2, "Provide appropriate communication patterns," involves using activities to improve speaking and writing skills, listening to students who have something to say, encouraging respect for dialects representing different cultures, and encouraging students to use different media to communicate feelings and ideas.

Table 15

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): 08 Stevens Park Elem.
GRADE(S): ALL
SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
30 ADAPT TO NEW OR CONFUSED SITUATION	6.44	25.0	7.94	1.0	1.50	24.00
16 PROVIDE COMMUNICATIO PATTERNS	6.35	26.0	7.82	7.5	1.47	18.50
3 USE INTERVIEW TECHNIQUES	6.56	20.0	7.83	6.0	1.28	14.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	6.50	23.0	7.78	11.0	1.28	12.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	6.50	23.0	7.78	11.0	1.28	12.00
12 SEQUENCE LEARNING EXPERIENCES	5.94	32.0	7.61	22.0	1.67	10.00
23 USE POSITIVE REINFORCEMENT	6.78	10.5	7.89	3.5	1.11	7.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	6.61	17.0	7.78	11.0	1.17	6.00
21 PLAN ACTIVITIES WITH STUDENTS	6.82	8.0	7.94	2.0	1.12	6.00
14 RESPOND TO STUDENT !COPING! BEHAVIOR	6.71	13.0	7.82	7.5	1.12	5.50
20 INDIVIDUALIZE INSTRUCTION	6.33	27.0	7.61	22.0	1.28	5.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	6.17	29.5	7.50	27.5	1.33	2.00
22 ASK HIGHER-ORDER QUESTIONS	5.72	33.0	7.28	32.0	1.56	1.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	6.00	31.0	7.33	31.0	1.33	.00
1 USE AND INTERPRET STANDARDIZED TESTS	6.17	29.5	7.39	29.5	1.22	.00

continued

Table 15 continued

Teacher Center: ALL
School: 09 Stevens Park Elem. Grade: ALL Subject: ALL

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
25	BUILD STUDENT SELF-CONCEPTS	6.88	5.0	7.88	5.0	1.00	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
29	ENGAGE IN PROFESSIONAL DEVELOPMENT	6.78	10.5	7.78	11.0	1.00	-.50
27	REACT SENSITIVELY TO NEEDS OF OTHERS	7.06	2.5	7.89	3.5	.83	-1.00
9	STATE COMPETENCY-BASED OBJECTIVES	6.28	28.0	7.39	29.5	1.11	-1.50
13	GIVE CLEAR DIRECTIONS	6.65	14.5	7.65	19.0	1.00	-4.50
4	GATHER INFO ON STUDENT DIFFERENCE	6.50	23.0	7.50	27.5	1.00	-4.50
24	MANAGE DEVIANT BEHAVIOR	6.61	17.0	7.61	22.0	1.00	-5.00
2	DESIGN AND USE TEACHER-MADE TESTS	6.61	17.0	7.61	22.0	1.00	-5.00

continued ↓

Table 15 continued

Teacher Center: ALL
School: 09 Stevens Park Elem.
Grade: ALL
Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
8 IDENTIFY GOALS & OBJECTIVES	6.56	20.0	7.56	25.5	1.00	-5.50
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	6.72	12.0	7.67	17.5	.94	-5.50
11 PLAN DAILY, ACHIEVING LONG-RANGE GOALS	6.56	20.0	7.56	25.5	1.00	-5.50
15 IDENTIFY STUDENT MISCONCEPTIONS	6.82	8.0	7.76	14.0	.94	-6.00
10 USE VARIETY OF INSTRUCTION MATERIAL	6.82	8.0	7.71	16.0	.88	-8.00
6 ORGANIZE RESOURCES & MATERIALS	7.17	1.0	7.78	11.0	.61	-10.00
24 DEVELOP CULTURAL PLURALISM IN STUDENTS	7.00	4.0	7.72	15.0	.72	-11.00
7 PLAN FOR ROUTINE TASKS	7.06	2.5	7.67	17.5	.61	-15.00
32 INTERACT WITH PARENT & COMMUNITY	6.83	6.0	7.61	22.0	.78	-16.00
5 GROUP STUDENTS ON BASIS OF DATA	6.65	14.5	7.24	33.0	.59	-18.50

The third competency, "Use interview techniques," requires that teachers use Piagetan techniques to ascertain appropriate methods and objectives for learners, use interviews to determine learners' abilities and attainment of objectives, demonstrate concern for students' interests and needs, and discuss students' problems in an open, positive manner.

The competency with the fourth greatest change in rank was "Employs a variety of appropriate instructional strategies and tactics." This requires that teachers vary their teaching strategies for individual students, describe the rationale and theoretical construct for the employment of a strategy, use strategies based on consistent philosophical and psychological reasoning, provide alternative strategies for students attempting to achieve the same objective, and evaluate effectiveness of strategies in relation to different students.

The fifth competency was "Establishes set (motiviation, transition, environmental condition) which is varied and appropriate." Competency in this area requires that a teacher use a variety of media to motivate students, arrange environmental conditions to enhance the development of attentional set, choose goals and objectives which sound interesting, and relate activities to students knowledge and experiences in relevant ways.

Descriptions of each competency are available in the instrument Teacher Competency Inventory.

RESULTS OF THE SURVEY: T. A. EDISON MIDDLE SCHOOL

The current level and desired level means for each of the 33 competencies were translated into rank order so that the difference between current level and desired level could be determined. Table 16 lists the competencies as ranked by the T. A. Edison Staff. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

The competency with the greatest change in rank was "Employs a variety of appropriate instructional strategies and tactics." This requires that teachers vary their teaching strategies for individual students, describe the rationale and theoretical construct for the employment of a strategy, use strategies based on consistent philosophical and psychological reasoning, provide alternative strategies for students attempting to achieve the same objective, and evaluate effectiveness of strategies in relation to different students.

The second competency, "Individualize instruction," involves considering grade level and subject matter, using summary evaluation to measure achievement, using diagnostic procedures to identify individual differences and needs, preparing unique learning experiences for different individuals, measuring pupil progress by various techniques, and grouping students according to individual learning needs, interests, and abilities.

Table 16

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): 40 T. A. Edison Middle School
GRADE(S): ALL SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.09	25.0	7.66	11.0	2.57	14.00
20 INDIVIDUALIZE INSTRUCTION	5.26	20.0	7.86	6.0	2.60	14.00
3 USE INTERVIEW TECHNIQUES	4.77	30.5	7.51	19.0	2.74	11.50
15 IDENTIFY STUDENT MISCONCEPTIONS	5.57	13.0	7.91	3.0	2.34	10.00
11 PLAN DAILY, ACHIEVING LONG-RANGE GOALS	5.24	21.0	7.65	12.5	2.41	8.50
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.21	22.0	7.59	14.0	2.38	8.00
2 DESIGN AND USE TEACHER-MADE TESTS	4.97	27.5	7.40	23.0	2.43	4.50
14 RESPOND TO STUDENT (COPING) BEHAVIOR	5.97	4.0	8.06	1.0	2.09	3.00
8 IDENTIFY GOALS & OBJECTIVES	5.20	23.0	7.46	20.0	2.26	3.00
21 PLAN ACTIVITIES WITH STUDENTS	4.79	29.0	7.24	26.0	2.44	3.00
32 INTERACT WITH PARENT & COMMUNITY	5.09	24.0	7.45	21.5	2.36	2.50
17 ESTABLISH VARIED SET (MOTIVATION, ETC.)	5.41	18.0	7.56	16.5	2.15	1.50
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.73	32.0	7.03	31.0	2.30	1.00
23 USE POSITIVE REINFORCEMENT	5.71	9.0	7.82	8.0	2.12	1.00
4 GATHER INFO ON STUDENT DIFFERENCE	4.97	27.5	7.23	27.0	2.26	.50

continued

Table 16 continued

Teacher Center: ALL
School: 40 T. A. Edison Middle School
Grade: ALL
Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
2A DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.94	5.0	7.88	5.0	1.94	.00
1A PROVIDE COMMUNICATIO PATTERNS	5.67	10.0	7.67	10.0	2.00	.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.06	33.0	6.71	33.0	2.65	.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
13 GIVE CLEAR DIRECTIONS	6.29	1.0	8.06	2.0	1.77	-1.00
4 ORGANIZE RESOURCES & MATERIALS	5.91	6.0	7.83	7.0	1.91	-1.00
29 ENGAGE IN PROFESSION AL DEVELOPMENT	5.97	3.0	7.89	4.0	1.91	-1.00
9 STATE COMPETENCY- BASED OBJECTIVES	4.77	30.5	7.00	32.0	2.23	-1.50
19 USE VARIETY OF IN- STRUCTION MATERIAL	5.65	11.0	7.65	12.5	2.00	-1.50

continued

Table 16 continued

Teacher Center: ALL
School: 40 Grade: ALL Subject: ALL
T. A. Edison Middle School

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
27 REACT SENSITIVELY TO NEEDS OF OTHERS	5.91	7.0	7.74	9.0	1.82	-2.00
24 MANAGE DEVIANT BEHAVIOR	5.44	14.0	7.56	16.5	2.12	-2.50
25 BUILD STUDENT SELF-CONCEPTS	5.60	12.0	7.57	15.0	1.97	-3.00
12 SEQUENCE LEARNING EXPERIENCES	5.00	26.0	7.06	30.0	2.06	-4.00
7 PLAN FOR ROUTINE TASKS	5.43	16.0	7.31	24.0	1.89	-8.00
5 GROUP STUDENTS ON BASIS OF DATA	5.29	19.0	7.12	29.0	1.82	-10.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.43	15.0	7.27	25.0	1.83	-10.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.79	8.0	7.53	18.0	1.74	-10.00
22 ASK HIGHER-ORDER QUESTIONS	5.42	17.0	7.12	28.0	1.70	-11.00
30 ADAPT TO NEW OR CONFUSED SITUATION	4.09	2.0	7.45	21.5	1.36	-19.50

Competency number 3, "Use interview techniques," requires that teachers use techniques (e.g., Piagetan) to ascertain appropriate methods and objectives for learners, use interviews to determine learners' abilities and attainment of objectives, demonstrate concern for students' interests and needs, and discuss students' problems in an open, positive manner.

The competency with the third greatest discrepancy as perceived by the T. A. Edison Middle School staff was "Identifies clues to student misconceptions or confusion." This requires that teachers recongize when students do not understand instructions, base present procedures on past experiences, observe non-verbal or verbal behaviors for clues to misconceptions, create an atmosphere in which students feel free to seek help, and use a variety of preassessment procedures to prevent confusion and misconceptions.

Competency number 5, "plans daily to achieve long-range goals," involves planning daily and unit plans to achieve individual and group objectives, acquiring materials and resources in advance of activities, evaluating periodically the attainment of objectives, adjusting plans to take advantage of special resources unexpectedly available, and varying time required for individuals to achieve objectives.

Descriptions of each competency are available in the survey instrument, Teacher Competency Inventory.

RESULTS OF THE SURVEY: SEQUOYAH MIDDLE SCHOOL

The current level and desired level means for each of the 33 competencies were translated into rank order so that the difference between current level and desired level could be determined. Table 17 lists the competencies as ranked by the Sequoyah Middle School staff. The five competencies with the greatest change in rank were selected as the ones which teachers most desired.

The first competency, "Individualize instruction," involves considering grade level and subject matter, using summary evaluation to measure achievement, using diagnostic procedures to identify individual differences and needs, preparing unique learning experiences for different individuals, measuring pupil progress by various techniques, and grouping students according to individual learning needs, interest, and abilities.

The second competency specified by the teachers at Sequoyah Middle School was "Manage deviant behavior." This includes a teacher's ability to notice behavior before it becomes disruptive, use negative and positive reinforcement to modify behavior, shape behavior toward positive levels by using small successive approximation, offer reinforcement for achievement in the cognitive, affective, and psychomotor domains, and to allow peers as well as adults and individual student to determine reinforcement.

Table 17

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): 41 Sequoyah Middle School
GRADE(S): ALL SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
20 INDIVIDUALIZE INSTRUCTION	5.07	28.0	7.67	8.0	2.60	20.00
24 MANAGE DEVIANT BEHAVIOR	5.30	23.0	7.72	4.0	2.41	19.00
23 USE POSITIVE REINFORCEMENT	5.48	18.5	7.67	7.0	2.20	11.50
25 BUILD STUDENT SELF-CONCEPTS	5.37	22.0	7.59	13.0	2.22	9.00
15 IDENTIFY STUDENT MISCONCEPTIONS	5.53	17.0	7.64	9.0	2.11	8.00
14 RESPOND TO STUDENT !COPING! BEHAVIOR	5.58	14.5	7.62	10.0	2.04	4.50
32 INTERACT WITH PARENT & COMMUNITY	5.07	29.0	7.24	25.5	2.17	3.50
2 DESIGN AND USE TEACHER-MADE TESTS	4.87	31.0	7.04	29.0	2.18	2.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.83	32.0	6.72	31.0	1.89	1.00
26 DEVELOP CULTURAL PLU RALISM IN STUDENTS	6.09	4.0	7.78	3.0	1.70	1.00
22 ASK HIGHER-ORDER QUESTIONS	5.48	18.5	7.50	18.0	2.02	.50
9 STATE COMPETENCY-BASED OBJECTIVES	4.89	30.0	6.98	30.0	2.09	.00
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.37	2.0	8.07	2.0	1.70	.00
13 GIVE CLEAR DIRECTIONS	6.54	1.0	8.09	1.0	1.54	.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.33	33.0	5.98	33.0	1.64	.00

continued

Teacher Center: ALL Table 17 continued

School: 41 Sequoyah Middle Grade: ALL Subject: ALL

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
21	PLAN ACTIVITIES WITH STUDENTS	5.24	25.0	7.24	25.5	2.00	-.50
6	ORGANIZE RESOURCES & MATERIALS	6.07	5.0	7.69	5.5	1.62	-.50
17	ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.59	12.5	7.59	13.0	2.00	-.50
4	GATHER INFO ON STUDENT DIFFERENCE	5.40	21.0	7.42	21.5	2.02	-.50
5	GROUP STUDENTS ON BASIS OF DATA	5.13	27.0	7.20	28.0	2.07	-1.00
3	USE INTERVIEW TECHNIQUES	5.44	20.0	7.42	21.5	1.98	-1.50
18	USE VARIETY OF INSTRUCTION MATERIAL	6.09	3.0	7.69	5.5	1.60	-2.50
14	PROVIDE COMMUNICATIO PATTERNS	5.58	14.5	7.53	17.0	1.94	-2.50

continued ↓

Teacher Center: ALL Table 17 continued

School: 41 Sequoyah Middle Grade: ALL Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.72	10.0	7.59	13.0	1.87	-3.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.59	12.5	7.54	15.5	1.96	-3.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.89	8.0	7.61	11.0	1.72	-3.00
12 SEQUENCE LEARNING EXPERIENCES	5.26	24.0	7.22	27.0	1.96	-3.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.22	26.0	6.67	32.0	1.46	-6.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.83	9.0	7.54	15.5	1.72	-6.50
9 IDENTIFY GOALS & OBJECTIVES	5.57	16.0	7.41	23.0	1.85	-7.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.70	11.0	7.47	20.0	1.77	-9.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.91	7.0	7.48	19.0	1.57	-12.00
7 PLAN FOR ROUTINE TASKS	6.00	6.0	7.35	24.0	1.35	-18.00

The third competency was "Use positive reinforcement patterns with students." Competence in positive reinforcement involves developing rules for conduct in classroom, praising students who exhibit desired behavior, permitting students to develop some rules for the class, working with students to enable each one to determine what will be reinforcing for him, making each student feel successful, and judging the act and not the student.

Competency number 4, "Builds self-awareness and self-concepts in students," involves a teacher's ability to create an atmosphere in which each student is accepted and can develop his own values, ideals, and see a positive future for himself. Competence in this area requires that each student be convinced he is important, that open communication about important topics exists, and that recognition of achievement is used to reinforce and motiviate students.

The competency with the fifth greatest discrepancy as perceived by the Sequoyah staff was "Identifies clues to student misconceptions or confusion." This requires that teachers recognize when students do not understand instructions, base present procedures on past experiences, observe non-verbal or verbal behaviors for clues to misconceptions, create an atmosphere in which students feel free to seek help, and use a variety of preassessment procedures to prevent confusion and misconceptions.

Descriptions of each competency are available in the survey instrument, Teacher Competency Inventory.

RESULTS OF THE SURVEY: L. G. PINKSTON HIGH SCHOOL

The current level and desired level means for each of the 33 competencies were translated into rank order so that the difference between current level and desired level could be determined. Table 18 lists the competencies as ranked by the L. G. Pinkston staff. The five competencies with the greatest change in rank were selected as the ones which teachers most desired to strengthen.

Competency number 4, "Manage deviant behavior," is an area which deals with management, manipulation, and control of student behavior. Competence here includes a teacher's ability to notice behavior before it becomes disruptive, use negative and positive reinforcement to modify behavior, shape behavior toward positive levels by using small successive approximation, offer reinforcement for achievement in the cognitive, affective, and psychomotor domains, and to allow peers as well as adults and the individual student to determine reinforcement.

The competency with the greatest change in rank was "Individualize instruction," which involves considering grade level and subject matter, using summary evaluation to measure achievement, using diagnostic procedures to identify individual differences and needs, preparing unique learning experiences for different individuals, measuring pupil progress by various techniques, and grouping students according to individual learning needs, interests, and abilities.

Table 18

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): AD L. G. Pinkston High
GRADE(S): ALL SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
24 MANAGE DEVIANT BEHAVIOR	5.36	23.0	7.69	5.0	2.34	18.00
20 INDIVIDUALIZE INSTRUCTION	5.46	19.0	7.68	6.0	2.23	13.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.62	14.0	7.70	4.0	2.08	10.00
19 USE VARIETY OF IN-STRUCTION MATERIAL	5.46	18.0	7.51	12.0	2.05	6.00
25 BUILD STUDENT SELF-CONCEPTS	5.45	20.5	7.47	15.5	2.02	5.00
32 INTERACT WITH PARENT & COMMUNITY	4.77	29.0	7.27	24.0	2.50	5.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.35	24.0	7.42	19.0	2.07	5.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.38	22.0	7.43	18.0	2.05	4.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.87	6.0	7.82	2.0	1.95	4.00
23 USE POSITIVE REINFORCEMENT	5.63	13.0	7.56	9.0	1.93	4.00
5 GROUP STUDENTS ON BASIS OF DATA	4.71	31.0	7.22	27.0	2.51	4.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.71	32.0	6.93	29.0	2.22	3.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.65	12.0	7.51	11.0	1.86	1.00
14 RESPOND TO STUDENT !COPING! BEHAVIOR	5.58	15.0	7.47	14.0	1.90	1.00
24 DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.53	14.0	7.47	15.5	1.93	.50

continued

Table 18 continued

Teacher Center: ALL
School: 80 L. G. Pinkston High
Grade: ALL
Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENC IN RANKS
1 USE AND INTERPRET STANDARDIZED TESTS	4.61	33.0	6.76	33.0	2.15	.00
13 GIVE CLEAR DIRECTIONS	6.33	1.0	7.86	1.0	1.53	.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
8 IDENTIFY GOALS & OBJECTIVES	5.30	25.0	7.23	24.0	1.93	-1.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	6.19	2.0	7.81	3.0	1.62	-1.00
4 GATHER INFO ON STUDENT DIFFERENCE	4.77	30.0	6.88	31.0	2.12	-1.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.78	28.0	6.92	30.0	2.14	-2.00
12 SEQUENCE LEARNING EXPERIENCES	5.28	26.0	7.10	28.0	1.83	-2.00
21 PLAN ACTIVITIES WITH STUDENTS	5.45	20.5	7.31	23.0	1.86	-2.50

continued ↓

Table 18 continued

Teacher Center: ALL
School: 80 L. G. Pinkston
Grade: ALL
Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.49	17.0	7.41	20.0	1.92	-3.00
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.14	3.0	7.62	7.0	1.48	-4.00
15 IDENTIFY STUDENT MISCONCEPTIONS	5.93	4.0	7.61	8.0	1.68	-4.00
2 DESIGN AND USE TEACHER-MADE TESTS	4.98	27.0	6.87	32.0	1.88	-5.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.88	5.0	7.55	10.0	1.67	-5.00
4 ORGANIZE RESOURCES & MATERIALS	5.87	7.0	7.48	13.0	1.62	-6.00
22 ASK HIGHER-ORDER QUESTIONS	5.84	8.0	7.45	17.0	1.60	-9.00
3 USE INTERVIEW TECHNIQUES	5.77	11.0	7.35	22.0	1.58	-11.00
14 PROVIDE COMMUNICATIO PATTERNS	5.81	9.0	7.37	21.0	1.56	-12.00
7 PLAN FOR ROUTINE TASKS	5.80	10.0	7.25	25.0	1.45	-15.00

The third competency specified was "Work effectively as a member of an educational team." Competence here involves understanding school policies and procedures, participating in curriculum development teams, helping with extra-curricular activities (programs, clubs, etc.), assessing current policies and working within prescribed bounds for need modification, and leading in team-teaching planning and instruction.

Competency number 4 was "Utilizes a variety of instructional materials and resources." Competence in this area relates to supplementing texts and materials provided by the school with some teacher-made materials, allowing students to bring learning aids, selecting and/or developing instructional materials which are appropriate to individual learner needs, encouraging students to develop materials to assist their learning (e.g., protractors, number lines, maps, etc.), and utilizing materials and resources as part of learning experiences necessary to achieve specified student objectives.

Competency number 5, "Build students' self-concepts," relates to the affective, interpersonal relationship between teacher and student. This involves conveying to the class their importance, assigning important tasks to each student, varying objectives and activities so that all students can achieve in some manner, promoting open communication, recognizing achievement, and creating an atmosphere in which each student can develop positive values, ideals, and see a future for himself.

Descriptions of each competency are available in the survey instrument, Teacher Competency Inventory.

OTHER ANALYSES OF THE DATA .

The results of this survey have been analyzed and reported for the following:

-- All teachers in the total pyramid,

-- All teachers in each of the 12 separate school sites.

Analyses of the data other than these above combinations are possible. In the appendix are included the data for each of the combinations shown by the key code below.

KEY CODE FOR TEACHER COMPETENCIES RESULTS

Key	Code	Page	Key	Code	Page
0	Kindergarten	84-86	01	Language Arts	105-107
01	Grade 1	87-89	02	Social Studies	108-110
02	Grade 2	90-92	03	Mathematics	111-113
03	Grade 3	93-95	04	Science	114-116
04	Grade 4	96-98	05	Physical Ed.	117-119
05	Grade 5	99-101	06	Fine Arts	120-122
06	Grade 6	102-104	07	Home Econ.	123-125
			08	Voc. Tech.	126-128
			09	Other	129-131

Thus, for example it is possible at the elementary level for the kindergarten teachers from all nine elementary schools to see how they rated themselves as a total group on the 33 competencies. The same can be done by the first grade teachers, second grade teachers, and so forth.

At the secondary level it is possible for the social studies teachers from all secondary schools (grades 7-12) to see how they rated themselves as a group. The same can be done by the math teachers, language arts teachers, and so forth.

A copy of these data are included in the appendix. The key code on the preceding page identifies each set of data and gives the page number where it may be found in the appendix.

APPENDIX

For a listing of the data included in this appendix, turn to the key code on page 81.

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): 0
SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
24 MANAGE DEVIANT BEHAVIOR	5.23	24.5	7.86	3.0	2.63	21.50
32 INTERACT WITH PARENT & COMMUNITY	5.19	28.0	7.55	12.0	2.35	16.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.48	21.0	7.58	10.0	2.10	11.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	4.97	30.0	7.41	19.0	2.44	11.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.68	14.0	7.65	7.5	1.97	6.50
5 GROUP STUDENTS ON BASIS OF DATA	5.71	12.0	7.66	6.0	1.94	6.00
23 USE POSITIVE REINFORCEMENT	5.74	11.0	7.68	5.0	1.94	6.00
13 GIVE CLEAR DIRECTIONS	5.88	8.0	7.88	2.0	2.00	6.00
20 INDIVIDUALIZE INSTRUCTION	5.71	13.0	7.62	9.0	1.91	4.00
4 GATHER INFO ON STUDENT DIFFERENCE	5.23	24.5	7.37	21.0	2.14	3.50
26 DEVELOP CULTURAL PLURALISM IN STUDENTS	5.59	17.0	7.50	14.0	1.91	3.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.52	19.0	7.48	16.0	1.97	3.00
25 BUILD STUDENT SELF-CONCEPTS	5.94	6.0	7.85	4.0	1.91	2.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.65	32.0	6.88	30.5	2.24	1.50
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.20	1.0	7.91	1.0	1.71	.00

Teacher Center: ALL
School: ALL Grade: 0 Subject: ALL

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
1	USE AND INTERPRET STANDARDIZED TESTS	4.56	33.0	6.53	33.0	1.97	.00
21	PLAN ACTIVITIES WITH STUDENTS	5.22	26.0	7.25	26.0	2.03	.00
2	DESIGN AND USE TEACHER-MADE TESTS	5.11	29.0	6.94	29.0	1.83	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
10	INSTRUCT AROUND GOALS & OBJECTIVES	5.21	27.0	7.06	28.0	1.85	-1.00
31	EVALUATE TEACHING & PLAN FOR CHANGE	4.66	31.0	6.75	32.0	2.09	-1.00
12	SEQUENCE LEARNING EXPERIENCES	5.59	16.0	7.44	18.0	1.84	-2.00
33	WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.50	20.0	7.33	23.0	1.83	-3.00
29	ASK HIGHER-ORDER QUESTIONS	5.27	22.0	7.27	25.0	2.00	-3.00

Teacher Center: ALL
School: ALL Grade: 0 Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
6 ORGANIZE RESOURCES & MATERIALS	5.97	4.0	7.65	7.5	1.68	-3.50
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.53	18.0	7.35	22.0	1.82	-4.00
14 RESPOND TO STUDENT 'COPING' BEHAVIOR	5.91	7.0	7.56	11.0	1.65	-4.00
15 IDENTIFY STUDENT MISCONCEPTIONS	5.62	15.0	7.38	20.0	1.76	-5.00
19 USE VARIETY OF IN-STRUCTION MATERIAL	5.80	9.5	7.49	15.0	1.69	-5.50
8 IDENTIFY GOALS & OBJECTIVES	5.24	23.0	6.88	30.5	1.65	-7.50
3 USE INTERVIEW TECHNIQUES	6.12	2.0	7.53	13.0	1.41	-11.00
18 PROVIDE COMMUNICATIO PATTERNS	6.03	3.0	7.47	17.0	1.44	-14.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.80	9.5	7.29	24.0	1.49	-14.50
7 PLAN FOR ROUTINE TASKS	5.94	5.0	7.14	27.0	1.20	-22.00

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): 1
SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.50	27.0	7.76	8.0	2.26	19.00
14 RESPOND TO STUDENT (COPING) BEHAVIOR	5.78	15.0	7.93	1.0	2.15	14.00
20 INDIVIDUALIZE INSTRUCTION	5.56	22.5	7.76	9.0	2.20	13.50
32 INTERACT WITH PARENT & COMMUNITY	5.53	26.0	7.65	16.5	2.12	9.50
19 USE VARIETY OF INSTRUCTION MATERIAL	6.00	10.5	7.91	3.0	1.91	7.50
21 PLAN ACTIVITIES WITH STUDENTS	5.64	20.0	7.67	14.0	2.02	6.00
5 GROUP STUDENTS ON BASIS OF DATA	5.20	29.0	7.48	24.0	2.27	5.00
23 USE POSITIVE REINFORCEMENT	6.00	10.5	7.78	6.5	1.78	4.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.96	33.0	7.07	30.0	2.11	3.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.49	28.0	7.40	26.0	1.91	2.00
25 BUILD STUDENT SELF-CONCEPTS	5.61	21.0	7.64	19.0	2.02	2.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.87	13.0	7.71	11.0	1.84	2.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	6.07	7.0	7.82	5.0	1.76	2.00
9 STATE COMPETENCY-BASED OBJECTIVES	5.16	30.0	7.07	29.0	1.91	1.00
2 DESIGN AND USE TEACHER-MADE TESTS	4.96	32.0	7.00	32.0	2.04	.00

Teacher Center: ALL
School: ALL Grade: 1 Subject: ALL

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
31	EVALUATE TEACHING & PLAN FOR CHANGE	5.10	31.0	7.05	31.0	1.95	.00
13	GIVE CLEAR DIRECTIONS	5.88	12.0	7.70	12.0	1.81	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
12	SEQUENCE LEARNING EXPERIENCES	5.56	22.5	7.49	23.0	1.93	-.50
9	USE INTERVIEW TECHNIQUES	5.80	14.0	7.65	15.0	1.85	-1.00
27	REACT SENSITIVELY TO NEEDS OF OTHERS	6.38	1.0	7.91	2.0	1.53	-1.00
33	WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.68	19.0	7.63	21.0	1.95	-2.00
24	MANAGE DEVIANT BEHAVIOR	5.75	17.0	7.64	19.0	1.89	-2.00
11	PLAN DAILY, ACHIEVING LONG-RANGE GOALS	5.54	25.0	7.33	27.0	1.78	-2.00

Teacher Center: ALL
School: ALL Grade: 1 Subject: ALL

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
15	IDENTIFY STUDENT MISCONCEPTIONS	6.32	2.0	7.86	4.0	1.55	-2.00
7	PLAN FOR ROUTINE TASKS	6.31	3.0	7.78	6.5	1.47	-3.50
29	ENGAGE IN PROFESSIONAL DEVELOPMENT	6.16	5.0	7.73	10.0	1.58	-5.00
16	PROVIDE COMMUNICATION PATTERNS	6.09	6.0	7.68	13.0	1.59	-7.00
8	IDENTIFY GOALS & OBJECTIVES	5.71	18.0	7.44	25.0	1.73	-7.00
22	ASK HIGHER-ORDER QUESTIONS	5.55	24.0	6.93	33.0	1.39	-9.00
28	MONITER & MODIFY ON BASIS OF FEEDBACK	6.05	8.5	7.64	19.0	1.59	-10.50
4	GATHER INFO ON STUDENT DIFFERENCE	5.78	14.0	7.22	28.0	1.44	-12.00
24	DEVELOP CULTURAL PLURALISM IN STUDENTS	6.26	4.0	7.65	16.5	1.40	-12.50
6	ORGANIZE RESOURCES & MATERIALS	6.05	8.5	7.59	22.0	1.55	-13.50

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): 2
SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
6 ORGANIZE RESOURCES & MATERIALS	4.73	29.0	7.05	12.0	2.32	17.00
20 INDIVIDUALIZE INSTRUCTION	4.89	25.0	7.08	9.5	2.19	15.50
18 EMPLOY INSTRUCTIONAL STRATEGIES	4.97	21.0	7.09	8.0	2.11	13.00
24 MANAGE DEVIANT BEHAVIOR	4.77	28.0	7.00	16.5	2.23	11.50
10 INSTRUCT AROUND GOALS & OBJECTIVES	4.94	22.5	7.03	13.5	2.08	9.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.24	14.0	7.14	6.0	1.89	8.00
14 RESPOND TO STUDENT !COPING! BEHAVIOR	5.32	9.0	7.30	2.0	1.97	7.00
12 SEQUENCE LEARNING EXPERIENCES	4.83	27.0	6.86	20.5	2.03	6.50
23 USE POSITIVE REINFORCEMENT	5.40	7.0	7.37	1.0	1.97	6.00
32 INTERACT WITH PARENT & COMMUNITY	4.64	30.0	6.81	24.5	2.17	5.50
9 STATE COMPETENCY-BASED OBJECTIVES	4.27	33.0	6.76	28.0	2.49	5.00
21 PLAN ACTIVITIES WITH STUDENTS	5.16	15.0	7.08	11.0	1.92	4.00
19 USE VARIETY OF INSTRUCTION MATERIAL	5.11	17.5	7.03	13.5	1.92	4.00
8 IDENTIFY GOALS & OBJECTIVES	4.94	22.5	6.97	19.0	2.03	3.50
4 GATHER INFO ON STUDENT DIFFERENCE	4.58	31.0	6.69	29.0	2.11	2.00

Teacher Center: ALL
School: ALL Grade: 2 Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
25 BUILD STUDENT SELF-CONCEPTS	5.11	17.5	7.00	16.5	1.89	1.00
15 IDENTIFY STUDENT MISCONCEPTIONS	5.61	6.0	7.14	5.0	1.53	1.00
27 REACT SENSITIVELY TO NEEDS OF OTHERS	5.69	4.0	7.17	4.0	1.49	.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
2 DESIGN AND USE TEACHER-MADE TESTS	4.42	32.0	6.36	33.0	1.94	-1.00
9 USE INTERVIEW TECHNIQUES	5.03	19.0	6.86	20.5	1.83	-1.50
19 GIVE CLEAR DIRECTIONS	6.16	1.0	7.27	3.0	1.11	-2.00
24 DEVELOP CULTURAL PLURALISM IN STUDENTS	5.29	12.5	7.00	16.5	1.71	-4.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.86	26.0	6.60	30.0	1.74	-4.00

Teacher Center: ALL
School: ALL Grade: 2 Subject: ALL

	CURRENT LEVEL		DESIRED LEVEL		DIFFERENCE IN	DIFFERENCE IN
COMPETENCIES	MEAN	RANK	MEAN	RANK	MEANS	RANKS
30 ADAPT TO NEW OR CONFUSED SITUATION	5.86	2.0	7.11	7.0	1.26	-5.00
14 PROVIDE COMMUNICATIO PATTERNS	5.31	11.0	7.00	16.5	1.69	-5.50
5 GROUP STUDENTS ON BASIS OF DATA	5.00	20.0	6.78	26.0	1.78	-6.00
7 PLAN FOR ROUTINE TASKS	5.75	3.0	7.08	9.5	1.33	-6.50
1 USE AND INTERPRET STANDARDIZED TESTS	4.92	24.0	6.49	31.0	1.57	-7.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.29	12.5	6.85	23.0	1.56	-10.50
22 ASK HIGHER-ORDER QUESTIONS	5.31	10.0	6.84	22.0	1.54	-12.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.12	16.0	6.47	32.0	1.35	-16.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.33	8.0	6.76	27.0	1.42	-19.00
29 ENGAGE IN PROFESSION AL DEVELOPMENT	5.64	5.0	6.81	24.5	1.17	-19.50

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): 3
SUBJECT(S): ALL

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
21	PLAN ACTIVITIES WITH STUDENTS	4.96	23.5	7.81	9.5	2.85	14.00
30	ADAPT TO NEW OR CONFUSED SITUATION	5.32	15.5	8.04	2.0	2.72	13.50
3	USE INTERVIEW TECHNIQUES	4.85	24.5	7.65	14.0	2.81	12.50
31	EVALUATE TEACHING & PLAN FOR CHANGE	4.76	30.0	7.52	21.0	2.76	9.00
4	GATHER INFO ON STUDENT DIFFERENCE	4.81	28.0	7.54	19.5	2.73	8.50
11	PLAN DAILY,ACHIEVING LONG-RANGE GOALS	4.79	29.0	7.46	23.0	2.67	6.00
17	ESTABLISH VARIED SET (MOTIVATION,ETC.)	4.96	23.5	7.54	19.5	2.58	4.00
14	RESPOND TO STUDENT !COPING! BEHAVIOR	5.58	7.5	8.04	3.5	2.46	4.00
24	MANAGE DEVIANT BEHAVIOR	5.50	9.5	7.92	6.0	2.42	3.50
18	EMPLOY INSTRUCTIONAL STRATEGIES	5.19	17.0	7.58	15.5	2.38	1.50
27	REACT SENSITIVELY TO NEEDS OF OTHERS	6.04	2.0	8.24	1.0	2.20	1.00
1	USE AND INTERPRET STANDARDIZED TESTS	4.69	31.0	7.04	30.0	2.35	1.00
25	BUILD STUDENT SELF-CONCEPTS	5.40	13.0	7.76	12.0	2.36	1.00
33	WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.09	19.0	7.55	18.0	2.45	1.00
2	DESIGN AND USE TEACHER-MADE TESTS	4.31	32.0	6.77	32.0	2.46	.00

Teacher Center: ALL
School: ALL Grade: 3 Subject: ALL

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
24	DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.80	5.0	7.96	5.0	2.16	.00
9	STATE COMPETENCY-BASED OBJECTIVES	3.96	33.0	6.58	33.0	2.62	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
20	INDIVIDUALIZE INSTRUCTION	5.00	21.5	7.50	22.0	2.50	-.50
15	IDENTIFY STUDENT MISCONCEPTIONS	5.92	3.0	8.04	3.5	2.12	-.50
23	USE POSITIVE REINFORCEMENT	5.50	9.5	7.77	11.0	2.27	-1.50
28	MONITER & MODIFY ON BASIS OF FEEDBACK	5.32	15.5	7.56	17.0	2.24	-1.50
19	USE VARIETY OF IN-STRUCTION MATERIAL	5.69	6.0	7.88	8.0	2.19	-2.00
8	IDENTIFY GOALS & OBJECTIVES	4.85	26.5	7.15	29.0	2.31	-2.50

Teacher Center: ALL
School: ALL Grade: 3 Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
1A PROVIDE COMMUNICATIO PATTERNS	5.84	4.0	7.92	7.0	2.08	-3.00
5 GROUP STUDENTS ON BASIS OF DATA	4.92	25.0	7.16	28.0	2.24	-3.00
7 PLAN FOR ROUTINE TASKS	5.46	11.0	7.58	15.5	2.12	-4.50
6 ORGANIZE RESOURCES & MATERIALS	5.58	7.5	7.69	13.0	2.12	-5.50
32 INTERACT WITH PARENT & COMMUNITY	5.00	21.5	7.28	27.0	2.28	-5.50
29 ENGAGE IN PROFESSION AL DEVELOPMENT	5.12	18.0	7.40	25.0	2.28	-7.00
13 GIVE CLEAR DIRECTIONS	6.27	1.0	7.81	9.5	1.54	-8.50
12 SEQUENCE LEARNING EXPERIENCES	5.08	20.0	6.92	31.0	1.84	-11.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.38	14.0	7.38	26.0	2.00	-12.00
22 ASK HIGHER-ORDER QUESTIONS	5.42	12.0	7.42	24.0	2.00	-12.00

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): 4
SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
12 SEQUENCE LEARNING EXPERIENCES	5.37	24.0	7.67	9.0	2.30	15.00
20 INDIVIDUALIZE INSTRUCTION	5.34	25.5	7.66	11.0	2.32	14.50
21 PLAN ACTIVITIES WITH STUDENTS	5.56	21.0	7.66	11.0	2.10	10.00
8 IDENTIFY GOALS & OBJECTIVES	5.38	23.0	7.59	14.0	2.21	9.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.44	33.0	7.37	26.0	2.93	7.00
25 BUILD STUDENT SELF-CONCEPTS	5.66	17.5	7.66	11.0	2.00	6.50
24 MANAGE DEVIANT BEHAVIOR	5.15	30.0	7.40	24.0	2.25	6.00
13 GIVE CLEAR DIRECTIONS	6.00	7.0	7.82	1.0	1.82	6.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.66	17.5	7.63	13.0	1.98	4.50
23 USE POSITIVE REINFORCEMENT	5.85	11.0	7.71	7.0	1.85	4.00
32 INTERACT WITH PARENT & COMMUNITY	5.30	27.0	7.42	23.0	2.12	4.00
18 IDENTIFY STUDENT MISCONCEPTIONS	6.20	4.0	7.80	2.0	1.61	2.00
26 DEVELOP CULTURAL PLU RALISM IN STUDENTS	6.07	5.0	7.78	3.0	1.71	2.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	6.02	6.0	7.76	5.0	1.73	1.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.63	19.0	7.56	19.0	1.93	.00

Teacher Center: ALL
School: ALL Grade: 4 Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
27 REACT SENSITIVELY TO NEEDS OF OTHERS	5.90	8.0	7.68	8.0	1.78	.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.34	25.5	7.37	26.0	2.02	-.50
3 USE INTERVIEW TECHNIQUES	5.72	16.0	7.57	16.5	1.85	-.50
1 USE AND INTERPRET STANDARDIZED TESTS	4.78	31.0	7.00	32.0	2.22	-1.00
4 GATHER INFO ON STUDENT DIFFERENCE	5.22	28.0	7.27	29.0	2.05	-1.00
2 DESIGN AND USE TEACHER-MADE TESTS	5.20	29.0	7.17	30.0	1.98	-1.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.77	32.0	6.88	33.0	2.10	-1.00
6 ORGANIZE RESOURCES & MATERIALS	6.31	1.0	7.77	4.0	1.46	-3.00

Teacher Center: ALL
School: ALL Grade: 4 Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
14 RESPOND TO STUDENT !COPING! BEHAVIOR	6.22	3.0	7.75	6.0	1.53	-3.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.88	10.0	7.59	15.0	1.71	-5.00
5 GROUP STUDENTS ON BASIS OF DATA	5.82	13.0	7.56	18.0	1.74	-5.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.59	20.0	7.37	26.0	1.78	-6.00
22 ASK HIGHER-ORDER QUESTIONS	5.39	22.0	7.29	28.0	1.90	-6.00
20 ENGAGE IN PROFESSION AL DEVELOPMENT	5.78	14.0	7.49	21.0	1.71	-7.00
19 USE VARIETY OF IN- STRUCTION MATERIAL	5.90	9.0	7.57	16.5	1.68	-7.50
1A PROVIDE COMMUNICATIO PATTERNS	5.83	12.0	7.44	22.0	1.61	-10.00
33 *ORK EFFECTIVELY ON EDUCATIONAL TEAM	5.74	15.0	7.15	31.0	1.41	-16.00
7 PLAN FOR ROUTINE TASKS	6.26	2.0	7.50	20.0	1.24	-18.00

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): 5
SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENC IN RANKS
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.31	25.0	7.49	9.5	2.17	15.50
20 INDIVIDUALIZE INSTRUCTION	5.23	26.0	7.46	12.0	2.23	14.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.40	22.5	7.49	9.5	2.09	13.00
14 RESPOND TO STUDENT !COPING! BEHAVIOR	5.57	12.5	7.89	1.0	2.31	11.50
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.46	19.5	7.51	8.0	2.06	11.50
30 ADAPT TO NEW OR CONFUSED SITUATION	5.51	16.0	7.54	7.0	2.03	9.00
6 ORGANIZE RESOURCES & MATERIALS	5.63	9.5	7.80	2.5	2.17	7.00
22 ASK HIGHER-ORDER QUESTIONS	5.17	28.0	7.26	22.0	2.09	6.00
4 GATHER INFO ON STUDENT DIFFERENCE	5.06	29.0	7.20	23.0	2.14	6.00
8 IDENTIFY GOALS & OBJECTIVES	5.46	19.5	7.43	14.0	1.97	5.50
9 STATE COMPETENCY-BASED OBJECTIVES	4.46	33.0	6.89	30.0	2.43	3.00
12 SEQUENCE LEARNING EXPERIENCES	5.20	27.0	7.17	24.5	1.97	2.50
25 BUILD STUDENT SELF-CONCEPTS	5.40	22.5	7.29	21.0	1.89	1.50
24 MANAGE DEVIANT BEHAVIOR	5.56	14.5	7.44	13.0	1.88	1.50
23 USE POSITIVE REINFORCEMENT	5.49	17.0	7.40	16.0	1.91	1.00

Teacher Center: ALL
School: ALL Grade: 5 Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.20	3.0	7.80	2.5	1.60	.50
15 IDENTIFY STUDENT MISCONCEPTIONS	5.94	5.0	7.65	5.0	1.71	.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.66	32.0	6.77	32.0	2.11	.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.86	30.0	6.83	31.0	1.97	-1.00
7 PLAN FOR ROUTINE TASKS	6.29	2.0	7.66	4.0	1.37	-2.00
2 DESIGN AND USE TEACHER-MADE TESTS	4.77	31.0	6.71	33.0	1.94	-2.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.65	7.0	7.47	11.0	1.82	-4.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.46	19.5	7.17	24.5	1.71	-5.00

Teacher Center: ALL
School: ALL Grade: 5 Subject: ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
32 INTERACT WITH PARENT & COMMUNITY	5.34	24.0	7.03	29.0	1.69	-5.00
13 GIVE CLEAR DIRECTIONS	6.35	1.0	7.56	6.0	1.21	-5.00
21 PLAN ACTIVITIES WITH STUDENTS	5.46	19.5	7.11	26.0	1.66	-6.50
5 GROUP STUDENTS ON BASIS OF DATA	5.57	12.5	7.31	19.5	1.74	-7.00
18 USE VARIETY OF INSTRUCTION MATERIAL	5.63	9.5	7.34	17.5	1.71	-8.00
14 PROVIDE COMMUNICATIO PATTERNS	5.68	6.0	7.41	15.0	1.74	-9.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.63	9.5	7.31	19.5	1.69	-10.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.54	14.5	7.09	27.0	1.53	-12.50
24 DEVELOP CULTURAL PLU RALISM IN STUDENTS	6.09	4.0	7.34	17.5	1.26	-13.50
3 USE INTERVIEW TECHNIQUES	5.63	9.5	7.06	28.0	1.43	-18.50

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): 6
SUBJECT(S): ALL

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	3.50	29.0	8.50	3.5	5.00	25.50
20 INDIVIDUALIZE INSTRUCTION	3.50	29.0	8.50	3.5	5.00	25.50
23 USE POSITIVE REINFORCEMENT	4.00	26.0	8.50	3.5	4.50	22.50
32 INTERACT WITH PARENT & COMMUNITY	4.00	26.0	8.00	11.0	4.00	15.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.00	14.5	8.50	3.5	3.50	11.00
21 PLAN ACTIVITIES WITH STUDENTS	4.50	20.5	8.00	11.0	3.50	9.50
24 MANAGE DEVIANT BEHAVIOR	3.00	31.5	7.00	23.0	4.00	8.50
25 BUILD STUDENT SELF-CONCEPTS	4.00	26.0	7.50	18.0	3.50	8.00
30 ADAPT TO NEW OR CONFUSED SITUATION	3.50	29.0	7.00	23.0	3.50	6.00
14 RESPOND TO STUDENT !COPING! BEHAVIOR	5.00	14.5	8.00	11.0	3.00	3.50
2 DESIGN AND USE TEACHER-MADE TESTS	5.00	14.5	8.00	11.0	3.00	3.50
4 ORGANIZE RESOURCES & MATERIALS	6.00	6.5	8.50	3.5	2.50	3.00
3 USE INTERVIEW TECHNIQUES	4.50	20.5	7.50	18.0	3.00	2.50
10 INSTRUCT AROUND GOALS & OBJECTIVES	4.50	20.5	7.50	18.0	3.00	2.50
4 GATHER INFO ON STUDENT DIFFERENCE	4.50	20.5	7.50	18.0	3.00	2.50

Teacher Center: ALL
School: ALL Grade: 6 Subject: ALL

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
15	IDENTIFY STUDENT MISCONCEPTIONS	6.50	3.5	8.50	3.5	2.00	.00
29	ENGAGE IN PROFESSIONAL DEVELOPMENT	2.50	33.0	3.50	33.0	1.00	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
9	STATE COMPETENCY-BASED OBJECTIVES	3.00	31.5	4.50	32.0	1.50	-.50
1A	PROVIDE COMMUNICATIO PATTERNS	5.50	10.5	8.00	11.0	2.50	-.50
19	USE VARIETY OF INSTRUCTION MATERIAL	5.50	10.5	8.00	11.0	2.50	-.50
11	PLAN DAILY, ACHIEVING LONG-RANGE GOALS	4.50	20.5	7.00	23.0	2.50	-2.50
22	ASK HIGHER-ORDER QUESTIONS	6.00	6.5	8.00	11.0	2.00	-4.50
12	SEQUENCE LEARNING EXPERIENCES	6.00	6.5	8.00	11.0	2.00	-4.50

Teacher Center: ALL
School: ALL Grade: 6 Subject: ALL

	CURRENT LEVEL		DESIRED LEVEL		DIFFERENCE IN	DIFFERENCE IN
COMPETENCIES	MEAN	RANK	MEAN	RANK	MEANS	RANKS
5 GROUP STUDENTS ON BASIS OF DATA	5.00	14.5	7.00	23.0	2.00	-8.50
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.50	20.5	5.00	30.0	.50	-9.50
1 USE AND INTERPRET STANDARDIZED TESTS	4.50	20.5	5.00	30.0	.50	-9.50
8 IDENTIFY GOALS & OBJECTIVES	4.50	20.5	5.00	30.0	.50	-9.50
13 GIVE CLEAR DIRECTIONS	7.50	1.0	8.00	11.0	.50	-10.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.50	10.5	6.50	26.5	1.00	-16.00
24 DEVELOP CULTURAL PLURALISM IN STUDENTS	7.00	2.0	7.50	18.0	.50	-16.00
7 PLAN FOR ROUTINE TASKS	5.50	10.5	6.00	28.0	.50	-17.50
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.50	3.5	7.00	23.0	.50	-19.50
28 MONITER & MODIFY ON BASIS OF FEEDBACK	6.00	6.5	6.50	26.5	.50	-20.00

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): ALL
SUBJECT(S): 1

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
15 IDENTIFY STUDENT MISCONCEPTIONS	5.63	17.0	7.68	5.0	2.05	12.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.56	20.0	7.50	11.0	1.94	9.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.60	18.5	7.50	11.0	1.90	7.50
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.45	24.0	7.30	17.0	1.85	7.00
3 USE INTERVIEW TECHNIQUES	5.75	13.5	7.60	7.0	1.85	6.50
8 IDENTIFY GOALS & OBJECTIVES	5.30	24.0	7.25	20.0	1.95	6.00
5 GROUP STUDENTS ON BASIS OF DATA	5.26	27.0	7.21	22.0	1.95	5.00
7 PLAN FOR ROUTINE TASKS	5.90	10.5	7.65	6.0	1.75	4.50
14 RESPOND TO STUDENT (COPING) BEHAVIOR	6.15	7.0	7.85	3.0	1.70	4.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.50	22.5	7.25	20.0	1.75	2.50
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.65	15.5	7.45	13.0	1.80	2.50
9 STATE COMPETENCY-BASED OBJECTIVES	4.63	32.0	6.79	30.0	2.16	2.00
23 USE POSITIVE REINFORCEMENT	5.90	10.5	7.55	9.0	1.65	1.50
12 SEQUENCE LEARNING EXPERIENCES	4.89	30.0	6.89	29.0	2.00	1.00
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.20	4.5	7.70	4.0	1.50	.50

Teacher Center: ALL
School: ALL Grade: ALL Subject: 1

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
1	USE AND INTERPRET STANDARDIZED TESTS	5.15	28.0	6.90	27.5	1.75	.50
13	GIVE CLEAR DIRECTIONS	6.85	1.0	8.00	1.0	1.15	.00
31	EVALUATE TEACHING & PLAN FOR CHANGE	4.58	33.0	6.11	33.0	1.53	.00
2A	DEVELOP CULTURAL PLU RALISM IN STUDENTS	6.65	2.0	7.90	2.0	1.25	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
3A		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
21	PLAN ACTIVITIES WITH STUDENTS	5.40	25.0	6.95	24.0	1.55	-1.00
4	ORGANIZE RESOURCES & MATERIALS	5.75	13.5	7.40	14.5	1.65	-1.00
4	GATHER INFO ON STUDENT DIFFERENCE	4.75	31.0	6.55	32.0	1.80	-1.00
32	INTERACT WITH PARENT & COMMUNITY	5.00	29.0	6.75	31.0	1.75	-2.00

Teacher Center: ALL
School: ALL Grade: ALL Subject: 1

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
20 INDIVIDUALIZE INSTRUCTION	5.50	22.5	7.15	24.5	1.65	-2.00
14 PROVIDE COMMUNICATIO PATTERNS	6.16	6.0	7.58	8.0	1.42	-2.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.55	21.0	7.15	24.5	1.60	-3.50
25 BUILD STUDENT SELF-CONCEPTS	5.90	10.5	7.40	14.5	1.50	-4.00
19 USE VARIETY OF IN-STRUCTION MATERIAL	6.20	4.5	7.50	11.0	1.30	-6.50
22 ASK HIGHER-ORDER QUESTIONS	5.90	10.5	7.30	17.0	1.40	-6.50
2 DESIGN AND USE TEACHER-MADE TESTS	5.65	15.5	7.20	23.0	1.55	-7.50
24 MANAGE DEVIANT BEHAVIOR	5.60	18.5	6.90	27.5	1.30	-9.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	6.10	8.0	7.30	17.0	1.20	-9.00
30 ADAPT TO NEW OR CONFUSED SITUATION	6.35	3.0	7.25	20.0	.90	-17.00

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): ALL
SUBJECT(S): 2

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
20 INDIVIDUALIZE INSTRUCTION	5.00	29.0	7.62	4.5	2.62	24.50
25 BUILD STUDENT SELF-CONCEPTS	5.19	26.0	7.44	10.5	2.25	15.50
14 RESPOND TO STUDENT !COPING! BEHAVIOR	5.25	24.0	7.44	10.5	2.19	13.50
32 INTERACT WITH PARENT & COMMUNITY	5.06	28.0	7.25	15.5	2.19	12.50
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.81	8.0	7.87	1.5	2.06	6.50
19 USE VARIETY OF INSTRUCTION MATERIAL	5.69	11.0	7.50	7.0	1.81	4.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.31	21.5	7.19	18.0	1.88	3.50
24 MANAGE DEVIANT BEHAVIOR	5.44	16.0	7.31	13.5	1.88	2.50
21 PLAN ACTIVITIES WITH STUDENTS	5.12	27.0	6.94	25.0	1.81	2.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.31	32.0	6.56	30.0	2.25	2.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.37	19.0	7.19	18.0	1.81	1.00
5 GROUP STUDENTS ON BASIS OF DATA	5.31	21.5	7.12	21.0	1.81	.50
28 DEVELOP CULTURAL PLURALISM IN STUDENTS	5.69	11.0	7.44	10.5	1.75	.50
4 GATHER INFO ON STUDENT DIFFERENCE	5.44	16.0	7.25	15.5	1.81	.50
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	6.12	5.0	7.62	4.5	1.50	.50

Teacher Center: ALL
School: ALL Grade: ALL Subject: 2

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
6	ORGANIZE RESOURCES & MATERIALS	5.94	7.0	7.50	7.0	1.56	.00
1	USE AND INTERPRET STANDARDIZED TESTS	3.69	33.0	6.00	33.0	2.31	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
13	GIVE CLEAR DIRECTIONS	6.31	2.5	7.75	3.0	1.44	-.50
27	REACT SENSITIVELY TO NEEDS OF OTHERS	6.44	1.0	7.87	1.5	1.44	-.50
31	EVALUATE TEACHING & PLAN FOR CHANGE	4.94	30.5	6.37	31.0	1.44	-.50
28	MONITER & MODIFY ON BASIS OF FEEDBACK	6.06	6.0	7.50	7.0	1.44	-1.00
2	DESIGN AND USE TEACHER-MADE TESTS	4.94	30.5	6.31	32.0	1.37	-1.50
14	PROVIDE COMMUNICATIO PATTERNS	5.25	24.0	6.88	27.0	1.62	-3.00

Teacher Center: ALL
School: ALL Grade: ALL Subject: 2

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
22 ASK HIGHER-ORDER QUESTIONS	5.75	9.0	7.31	13.5	1.56	-4.50
9 USE INTERVIEW TECHNIQUES	5.25	24.0	6.81	28.5	1.56	-4.50
15 IDENTIFY STUDENT MISCONCEPTIONS	5.37	19.0	6.94	25.0	1.56	-6.00
8 IDENTIFY GOALS & OBJECTIVES	5.37	19.0	6.94	25.0	1.56	-6.00
23 USE POSITIVE REINFORCEMENT	5.44	16.0	7.00	22.5	1.56	-6.50
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.67	13.0	7.13	20.0	1.47	-7.00
30 ADAPT TO NEW OR CONFUSED SITUATION	6.31	2.5	7.44	10.5	1.12	-8.00
12 SEQUENCE LEARNING EXPERIENCES	5.69	11.0	7.00	22.5	1.31	-11.50
7 PLAN FOR ROUTINE TASKS	6.25	4.0	7.19	18.0	.94	-14.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.56	14.0	6.81	28.5	1.25	-14.50

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): ALL

SUBJECT(S): 3

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
3 USE INTERVIEW TECHNIQUES	5.11	30.0	7.89	14.0	2.78	14.00
20 INDIVIDUALIZE INSTRUCTION	5.44	22.5	8.11	8.5	2.67	14.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.72	12.0	8.33	1.5	2.61	10.50
32 INTERACT WITH PARENT & COMMUNITY	5.41	24.0	7.94	14.0	2.53	10.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.39	25.0	7.89	16.0	2.50	9.00
2 DESIGN AND USE TEACHER-MADE TESTS	5.61	16.5	8.11	8.5	2.50	8.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.50	21.0	7.94	13.0	2.44	8.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.78	10.0	8.28	3.0	2.50	7.00
25 BUILD STUDENT SELF-CONCEPTS	5.44	22.5	7.89	16.0	2.44	6.50
15 IDENTIFY STUDENT MISCONCEPTIONS	5.89	8.0	8.33	1.5	2.44	6.50
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.71	33.0	7.47	27.0	2.76	6.00
21 PLAN ACTIVITIES WITH STUDENTS	5.17	28.0	7.72	22.5	2.56	5.50
4 GATHER INFO ON STUDENT DIFFERENCE	5.22	26.5	7.72	22.5	2.50	4.00
24 MANAGE DEVIANT BEHAVIOR	5.76	11.0	8.06	10.0	2.29	1.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.78	32.0	7.22	31.0	2.44	1.00

Teacher Center: ALL
School: ALL Grade: ALL Subject: 3

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
5	GROUP STUDENTS ON BASIS OF DATA	5.56	19.5	7.78	19.5	2.22	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
10	USE VARIETY OF INSTRUCTION MATERIAL	6.11	3.5	8.22	5.0	2.11	-1.50
23	USE POSITIVE REINFORCEMENT	5.61	14.5	7.83	18.0	2.22	-1.50
27	REACT SENSITIVELY TO NEEDS OF OTHERS	6.11	3.5	8.22	5.0	2.11	-1.50
9	STATE COMPETENCY-BASED OBJECTIVES	5.11	30.0	6.94	32.5	1.83	-2.50
12	SEQUENCE LEARNING EXPERIENCES	5.22	26.5	7.33	29.0	2.11	-2.50
29	ENGAGE IN PROFESSIONAL DEVELOPMENT	5.11	30.0	6.94	32.5	1.83	-2.50
4	ORGANIZE RESOURCES & MATERIALS	6.17	2.0	8.22	5.0	2.06	-3.00

Teacher Center: ALL
School: ALL Grade: ALL Subject: 3

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
24 DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.89	8.0	8.00	11.5	2.11	-3.50
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.56	19.5	7.61	24.0	2.06	-4.50
16 PROVIDE COMMUNICATIO PATTERNS	6.06	6.0	8.00	11.5	1.94	-5.50
8 IDENTIFY GOALS & OBJECTIVES	5.67	14.0	7.78	19.5	2.11	-5.50
14 RESPOND TO STUDENT (COPING) BEHAVIOR	5.65	15.0	7.76	21.0	2.12	-6.00
13 GIVE CLEAR DIRECTIONS	6.33	1.0	8.17	7.0	1.83	-6.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.56	18.0	7.31	30.0	1.75	-12.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.71	13.0	7.59	25.5	1.88	-12.50
7 PLAN FOR ROUTINE TASKS	5.89	8.0	7.44	28.0	1.56	-20.00
22 ASK HIGHER-ORDER QUESTIONS	6.06	5.0	7.59	25.5	1.53	-20.50

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): ALL
SUBJECT(S): 4

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
2 DESIGN AND USE TEACHER-MADE TESTS	5.12	29.0	8.25	3.0	3.13	26.00
1A PROVIDE COMMUNICATIO PATTERNS	4.50	33.0	8.13	7.0	3.62	26.00
20 INDIVIDUALIZE INSTRUCTION	5.12	29.0	8.25	3.0	3.13	26.00
24 MANAGE DEVIANT BEHAVIOR	4.75	31.0	8.00	12.5	3.25	18.50
23 USE POSITIVE REINFORCEMENT	5.37	25.0	8.13	7.0	2.75	18.00
27 REACT SENSITIVELY TO NEEDS OF OTHERS	5.87	17.5	8.25	3.0	2.37	14.50
15 IDENTIFY STUDENT MISCONCEPTIONS	5.25	24.5	8.00	12.5	2.75	14.00
12 SEQUENCE LEARNING EXPERIENCES	6.00	13.5	8.25	3.0	2.25	10.50
2A DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.63	21.0	8.00	12.5	2.37	8.50
7 PLAN FOR ROUTINE TASKS	5.63	21.0	8.00	12.5	2.37	8.50
32 INTERACT WITH PARENT & COMMUNITY	5.12	29.0	7.62	26.0	2.50	3.00
21 PLAN ACTIVITIES WITH STUDENTS	5.63	21.0	7.87	18.5	2.25	2.50
14 RESPOND TO STUDENT (COPING) BEHAVIOR	6.00	13.5	8.00	12.5	2.00	1.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00

Teacher Center: ALL
School: ALL Grade: ALL Subject: 4

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
1 USE AND INTERPRET STANDARDIZED TESTS	4.62	32.0	6.88	33.0	2.25	-1.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	5.87	17.5	7.87	18.5	2.00	-1.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	7.25	1.0	8.25	3.0	1.00	-2.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	6.50	3.5	8.13	7.0	1.62	-3.50
22 ASK HIGHER-ORDER QUESTIONS	6.25	8.5	8.00	12.5	1.75	-4.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.50	23.5	7.50	29.0	2.00	-5.50
31 EVALUATE TEACHING & PLAN FOR CHANGE	5.25	24.5	7.12	32.0	1.88	-5.50
8 IDENTIFY GOALS & OBJECTIVES	5.50	23.5	7.37	30.5	1.88	-7.00
5 GROUP STUDENTS ON BASIS OF DATA	6.00	13.5	7.86	21.0	1.86	-7.50
9 STATE COMPETENCY-BASED OBJECTIVES	5.87	17.5	7.62	26.0	1.75	-8.50

Teacher Center: ALL
School: ALL Grade: ALL Subject: 4

	CURRENT LEVEL		DESIRED LEVEL		DIFFERENCE IN	DIFFERENCE IN
COMPETENCIES	MEAN	RANK	MEAN	RANK	MEANS	RANKS
25 BUILD STUDENT SELF-CONCEPTS	5.87	17.5	7.62	26.0	1.75	-8.50
3 USE INTERVIEW TECHNIQUES	6.50	3.5	8.00	12.5	1.50	-9.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	6.62	2.0	8.00	12.5	1.37	-10.50
18 EMPLOY INSTRUCTIONAL STRATEGIES	6.12	10.5	7.75	22.5	1.62	-12.00
30 ADAPT TO NEW OR CONFUSED SITUATION	6.37	6.0	7.87	18.5	1.50	-12.50
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	6.00	13.5	7.62	26.0	1.62	-12.50
13 GIVE CLEAR DIRECTIONS	6.37	6.0	7.87	18.5	1.50	-12.50
4 ORGANIZE RESOURCES & MATERIALS	6.12	10.5	7.62	26.0	1.50	-15.50
19 USE VARIETY OF INSTRUCTION MATERIAL	6.37	6.0	7.75	22.5	1.37	-16.50
4 GATHER INFO ON STUDENT DIFFERENCE	6.25	8.5	7.37	30.5	1.12	-22.00

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): ALL

SUBJECT(S): S

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
8 IDENTIFY GOALS & OBJECTIVES	4.00	25.5	7.67	4.0	3.67	21.50
22 ASK HIGHER-ORDER QUESTIONS	3.40	32.0	7.40	12.0	4.00	20.00
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.20	20.5	7.60	5.5	3.40	15.00
14 RESPOND TO STUDENT !COPING! BEHAVIOR	5.17	11.0	7.83	1.0	2.67	10.00
20 INDIVIDUALIZE INSTRUCTION	3.67	30.0	7.17	21.0	3.50	9.00
23 USE POSITIVE REINFORCEMENT	4.20	20.5	7.40	12.0	3.20	8.50
13 GIVE CLEAR DIRECTIONS	5.00	14.0	7.60	5.5	2.60	8.50
32 INTERACT WITH PARENT & COMMUNITY	5.40	8.0	7.80	2.5	2.40	5.50
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.00	14.0	7.40	12.0	2.40	2.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.00	25.5	7.00	24.0	3.00	1.50
4 GATHER INFO ON STUDENT DIFFERENCE	4.00	25.5	7.00	24.0	3.00	1.50
24 MANAGE DEVIANT BEHAVIOR	3.80	28.5	6.80	27.0	3.00	1.50
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.33	9.0	7.50	8.0	2.17	1.00
5 GROUP STUDENTS ON BASIS OF DATA	4.20	20.5	7.20	19.5	3.00	1.00
1 USE AND INTERPRET STANDARDIZED TESTS	3.20	33.0	6.00	32.0	2.80	1.00

Teacher Center: ALL
School: ALL Grade: ALL Subject: 5

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	3.80	28.5	6.60	28.5	2.80	.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	6.00	2.0	7.80	2.5	1.80	-.50
2 DESIGN AND USE TEACHER-MADE TESTS	4.17	23.0	7.00	24.0	2.83	-1.00
12 SEQUENCE LEARNING EXPERIENCES	3.60	31.0	5.20	33.0	1.60	-2.00
9 USE INTERVIEW TECHNIQUES	5.00	14.0	7.33	16.5	2.33	-2.50
7 PLAN FOR ROUTINE TASKS	5.67	3.5	7.50	8.0	1.83	-4.50
21 PLAN ACTIVITIES WITH STUDENTS	4.00	25.5	6.40	31.0	2.40	-5.50
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.17	11.0	7.33	16.5	2.17	-5.50

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): ALL

SUBJECT(S): 6

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
4 GATHER INFO ON STUDENT DIFFERENCE	4.80	31.0	8.60	5.0	3.80	26.00
14 PROVIDE COMMUNICATIO PATTERNS	5.60	20.0	8.60	5.0	3.00	15.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.80	14.0	8.80	1.0	3.00	15.00
20 INDIVIDUALIZE INSTRUCTION	5.60	20.0	8.60	5.0	3.00	15.00
21 PLAN ACTIVITIES WITH STUDENTS	5.80	16.0	8.60	5.0	2.80	11.00
32 INTERACT WITH PARENT & COMMUNITY	5.00	28.0	8.20	18.5	3.20	9.50
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.50	23.0	8.25	15.0	2.75	8.00
9 STATE COMPETENCY-BASED OBJECTIVES	5.20	25.0	8.20	18.5	3.00	6.50
31 EVALUATE TEACHING & PLAN FOR CHANGE	4.80	31.0	7.80	26.0	3.00	5.00
22 ASK HIGHER-ORDER QUESTIONS	5.80	16.0	8.40	11.5	2.60	4.50
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.00	28.0	7.80	26.0	2.80	2.00
12 SEQUENCE LEARNING EXPERIENCES	5.00	28.0	7.80	26.0	2.80	2.00
15 IDENTIFY STUDENT MISCONCEPTIONS	6.00	13.0	8.40	11.5	2.40	1.50
1 USE AND INTERPRET STANDARDIZED TESTS	4.80	31.0	7.60	30.0	2.80	1.00
2 DESIGN AND USE TEACHER-MADE TESTS	4.60	33.0	7.40	32.0	2.80	1.00

Teacher Center: ALL
School: ALL Grade: ALL Subject: 5

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
15 IDENTIFY STUDENT MISCONCEPTIONS	5.17	11.0	7.33	16.5	2.17	-5.50
30 ADAPT TO NEW OR CONFUSED SITUATION	5.60	6.0	7.40	12.0	1.80	-6.00
26 DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.60	6.0	7.40	12.0	1.80	-6.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	6.17	1.0	7.50	8.0	1.33	-7.00
19 USE VARIETY OF IN- STRUCTION MATERIAL	4.40	17.0	7.00	24.0	2.60	-7.00
10 INSTRUCT AROUND GOALS & OBJECTIVES	4.20	20.5	6.60	28.5	2.40	-8.00
25 BUILD STUDENT SELF-CONCEPTS	4.83	16.0	7.00	24.0	2.17	-8.00
14 PROVIDE COMMUNICATIO PATTERNS	4.25	18.0	6.50	30.0	2.25	-12.00
6 ORGANIZE RESOURCES & MATERIALS	5.67	3.5	7.33	16.5	1.67	-13.00
27 REACT SENSITIVELY TO NEEDS OF OTHERS	5.60	6.0	7.20	19.5	1.60	-13.50

Teacher Center: ALL
School: ALL Grade: ALL Subject: 6

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
13 GIVE CLEAR DIRECTIONS	6.40	6.0	8.60	5.0	2.20	1.00
34	.00	37.0	.00	37.0	.00	.00
35	.00	37.0	.00	37.0	.00	.00
36	.00	37.0	.00	37.0	.00	.00
37	.00	37.0	.00	37.0	.00	.00
38	.00	37.0	.00	37.0	.00	.00
39	.00	37.0	.00	37.0	.00	.00
40	.00	37.0	.00	37.0	.00	.00
8 IDENTIFY GOALS & OBJECTIVES	5.20	25.0	7.80	24.0	2.60	-1.00
6 ORGANIZE RESOURCES & MATERIALS	7.00	2.0	8.60	5.0	1.60	-3.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	7.40	1.0	8.60	5.0	1.20	-4.00
24 MANAGE DEVIANT BEHAVIOR	6.00	13.0	8.20	18.5	2.20	-5.50
25 BUILD STUDENT SELF-CONCEPTS	6.40	6.0	8.40	11.5	2.00	-5.50
26 DEVELOP CULTURAL PLURALISM IN STUDENTS	6.40	6.0	8.40	11.5	2.00	-5.50
27 REACT SENSITIVELY TO NEEDS OF OTHERS	6.40	6.0	8.40	11.5	2.00	-5.50

Teacher Center: ALL
School: ALL Grade: ALL Subject: 6

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
10 INSTRUCT AROUND GOALS & OBJECTIVES	6.00	13.0	8.20	18.5	2.20	-5.50
14 RESPOND TO STUDENT !COPING! BEHAVIOR	5.60	20.0	7.80	26.0	2.20	-6.00
5 GROUP STUDENTS ON BASIS OF DATA	5.20	25.0	6.80	33.0	1.60	-8.00
19 USE VARIETY OF IN-STRUCTION MATERIAL	6.20	10.0	8.20	18.5	2.00	-8.50
30 ADAPT TO NEW OR CONFUSED SITUATION	6.20	10.0	8.20	18.5	2.00	-8.50
23 USE POSITIVE REINFORCEMENT	6.60	3.0	8.40	11.5	1.80	-8.50
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.60	20.0	7.60	30.0	2.00	-10.00
28 MONITER & MODIFY ON BASIS OF FEEDBACK	5.60	20.0	7.60	30.0	2.00	-10.00
3 USE INTERVIEW TECHNIQUES	6.20	10.0	8.00	22.5	1.80	-12.50
7 PLAN FOR ROUTINE TASKS	6.40	6.0	8.00	22.5	1.60	-16.50

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): ALL
SUBJECT(S): 7

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
23 USE POSITIVE REINFORCEMENT	4.78	22.5	8.11	5.0	3.33	17.50
24 MANAGE DEVIANT BEHAVIOR	4.44	30.0	7.89	12.5	3.44	17.50
14 RESPOND TO STUDENT 'COPING' BEHAVIOR	5.00	21.0	8.11	5.0	3.11	16.00
5 GROUP STUDENTS ON BASIS OF DATA	4.22	31.0	7.78	16.0	3.56	15.00
25 BUILD STUDENT SELF-CONCEPTS	4.67	24.5	7.89	12.5	3.22	12.00
9 STATE COMPETENCY-BASED OBJECTIVES	4.00	32.0	7.56	21.0	3.56	11.00
30 ADAPT TO NEW OR CONFUSED SITUATION	5.33	12.0	8.22	1.5	2.89	10.50
27 REACT SENSITIVELY TO NEEDS OF OTHERS	5.56	9.0	8.22	1.5	2.67	7.50
32 INTERACT WITH PARENT & COMMUNITY	4.78	22.5	7.67	18.0	2.89	4.50
3 USE INTERVIEW TECHNIQUES	4.56	27.5	7.44	24.5	2.89	3.00
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	4.56	27.5	7.44	24.5	2.89	3.00
22 ASK HIGHER-ORDER QUESTIONS	4.56	27.5	7.44	24.5	2.89	3.00
21 PLAN ACTIVITIES WITH STUDENTS	5.22	14.5	7.89	12.5	2.67	2.00
11 PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.78	7.0	8.11	5.0	2.33	2.00
1 USE AND INTERPRET STANDARDIZED TESTS	3.62	33.0	5.50	33.0	1.88	.00

Teacher Center: ALL
School: ALL Grade: ALL Subject: 7

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
20	INDIVIDUALIZE INSTRUCTION	5.33	12.0	7.89	12.5	2.56	-.50
24	DEVELOP CULTURAL PLU RALISM IN STUDENTS	6.22	3.0	8.11	5.0	1.89	-2.00
4	GATHER INFO ON STUDENT DIFFERENCE	5.11	18.0	7.56	21.0	2.44	-3.00
13	GIVE CLEAR DIRECTIONS	6.44	2.0	8.11	5.0	1.67	-3.00
10	INSTRUCT AROUND GOALS & OBJECTIVES	5.11	18.0	7.56	21.0	2.44	-3.00
31	EVALUATE TEACHING & PLAN FOR CHANGE	4.56	27.5	6.78	31.0	2.22	-3.50
14	PROVIDE COMMUNICATIO PATTERNS	6.11	4.0	8.00	8.5	1.89	-4.50
8	IDENTIFY GOALS & OBJECTIVES	5.67	8.0	7.89	12.5	2.22	-4.50

Teacher Center: ALL
School: ALL Grade: ALL Subject: 7

	CURRENT LEVEL		DESIRED LEVEL		DIFFERENCE IN	DIFFERENC IN
COMPETENCIES	MEAN	RANK	MEAN	RANK	MEANS	RANKS
15 IDENTIFY STUDENT MISCONCEPTIONS	5.33	12.0	7.67	18.0	2.33	-6.00
2 DESIGN AND USE TEACHER-MADE TESTS	4.67	24.5	6.44	32.0	1.78	-7.50
28 MONITER & MODIFY ON BASIS OF FEEDBACK	6.67	1.0	8.00	8.5	1.33	-7.50
4 ORGANIZE RESOURCES & MATERIALS	6.00	5.0	7.89	12.5	1.89	-7.50
19 USE VARIETY OF INSTRUCTION MATERIAL	5.44	10.0	7.67	18.0	2.22	-8.00
12 SEQUENCE LEARNING EXPERIENCES	5.11	18.0	7.22	29.0	2.11	-10.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.11	18.0	7.11	29.0	2.00	-11.00
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.11	18.0	7.00	30.0	1.89	-12.00
33 WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.22	14.5	7.33	27.0	2.11	-12.50
7 PLAN FOR ROUTINE TASKS	5.89	6.0	7.44	24.5	1.56	-18.50

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): ALL
SUBJECT(S): 8

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
7 DESIGN AND USE TEACHER-MADE TESTS	4.50	31.0	7.62	8.0	3.13	23.00
20 INDIVIDUALIZE INSTRUCTION	5.25	21.5	7.62	8.0	2.37	13.50
3 USE INTERVIEW TECHNIQUES	4.38	32.0	7.12	21.5	2.75	10.50
29 ENGAGE IN PROFESSIONAL DEVELOPMENT	5.87	15.5	7.62	8.0	1.75	7.50
4 GATHER INFO ON STUDENT DIFFERENCE	4.75	30.0	7.00	24.5	2.25	5.50
10 INSTRUCT AROUND GOALS & OBJECTIVES	6.00	12.5	7.62	8.0	1.62	4.50
24 MANAGE DEVIANT BEHAVIOR	6.00	12.5	7.62	8.0	1.62	4.50
28 MONITER & MODIFY ON BASIS OF FEEDBACK	6.25	8.0	7.75	3.5	1.50	4.50
15 IDENTIFY STUDENT MISCONCEPTIONS	6.00	12.5	7.62	8.0	1.62	4.50
6 ORGANIZE RESOURCES & MATERIALS	6.37	5.5	8.00	2.0	1.62	3.50
18 USE VARIETY OF INSTRUCTION MATERIAL	5.12	25.0	7.12	21.5	2.00	3.50
8 IDENTIFY GOALS & OBJECTIVES	5.25	21.5	7.37	19.0	2.12	2.50
17 ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.75	17.0	7.50	15.0	1.75	2.00
1 USE AND INTERPRET STANDARDIZED TESTS	3.87	33.0	6.25	32.0	2.37	1.00
18 EMPLOY INSTRUCTIONAL STRATEGIES	5.00	27.0	6.88	26.5	1.88	.50

Teacher Center: ALL
School: ALL Grade: ALL Subject: 8

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
12	SEQUENCE LEARNING EXPERIENCES	5.25	21.5	7.12	21.5	1.88	.00
13	GIVE CLEAR DIRECTIONS	7.12	1.0	8.75	1.0	1.62	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
23	USE POSITIVE REINFORCEMENT	6.50	3.0	7.75	3.5	1.25	-.50
9	STATE COMPETENCY-BASED OBJECTIVES	4.87	28.5	6.62	29.5	1.75	-1.00
14	PROVIDE COMMUNICATIO PATTERNS	6.37	5.5	7.62	8.0	1.25	-2.50
11	PLAN DAILY,ACHIEVING LONG-RANGE GOALS	6.00	12.5	7.50	15.0	1.50	-2.50
32	INTERACT WITH PARENT & COMMUNITY	5.25	21.5	7.00	24.5	1.75	-3.00
5	GROUP STUDENTS ON BASIS OF DATA	4.87	28.5	6.00	33.0	1.12	-4.50

Teacher Center: ALL
School: ALL Grade: ALL Subject: 8

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
22	ASK HIGHER-ORDER QUESTIONS	5.12	25.0	6.62	29.5	1.50	-4.50
7	PLAN FOR ROUTINE TASKS	6.12	10.0	7.50	15.0	1.37	-5.00
21	PLAN ACTIVITIES WITH STUDENTS	5.12	25.0	6.37	31.0	1.25	-6.00
25	BUILD STUDENT SELF-CONCEPTS	5.87	15.5	7.12	21.5	1.25	-6.00
14	RESPOND TO STUDENT !COPING! BEHAVIOR	6.25	8.0	7.50	15.0	1.25	-7.00
30	ADAPT TO NEW OR CONFUSED SITUATION	6.25	8.0	7.50	15.0	1.25	-7.00
31	EVALUATE TEACHING & PLAN FOR CHANGE	5.63	18.0	6.88	24.5	1.25	-8.50
33	WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.33	19.0	6.67	28.0	1.33	-9.00
27	REACT SENSITIVELY TO NEEDS OF OTHERS	6.50	3.0	7.50	15.0	1.00	-12.00
24	DEVELOP CULTURAL PLU RALISM IN STUDENTS	6.50	3.0	7.50	15.0	1.00	-12.00

MEAN AND RANK SCORE SUMMARY
OF THE PERCEPTIONS OF
CURRENT AND DESIRED COMPETENCIES

TEACHER CENTER(S): ALL
SCHOOL(S): ALL
GRADE(S): ALL

SUBJECT(S): 9

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
20	INDIVIDUALIZE INSTRUCTION	4.80	24.0	8.80	1.0	4.00	23.00
25	BUILD STUDENT SELF-CONCEPTS	4.00	31.0	7.67	14.0	3.67	17.00
10	INSTRUCT AROUND GOALS & OBJECTIVES	5.17	18.5	8.50	3.5	3.33	15.00
15	IDENTIFY STUDENT MISCONCEPTIONS	5.17	18.5	8.33	6.0	3.17	12.50
24	MANAGE DEVIANT BEHAVIOR	4.83	22.5	8.00	10.0	3.17	12.50
17	ESTABLISH VARIED SET (MOTIVATION,ETC.)	5.17	18.5	8.33	6.0	3.17	12.50
18	EMPLOY INSTRUCTIONAL STRATEGIES	4.83	22.5	7.67	14.0	2.83	8.50
23	USE POSITIVE REINFORCEMENT	5.00	21.0	7.67	14.0	2.67	7.00
9	STATE COMPETENCY-BASED OBJECTIVES	5.17	18.5	7.83	12.0	2.67	6.50
3	USE INTERVIEW TECHNIQUES	4.40	27.0	7.20	21.5	2.80	5.50
11	PLAN DAILY,ACHIEVING LONG-RANGE GOALS	5.50	11.0	8.33	6.0	2.83	5.00
22	ASK HIGHER-ORDER QUESTIONS	4.17	29.5	7.00	24.0	2.83	3.50
21	PLAN ACTIVITIES WITH STUDENTS	3.83	32.5	6.50	30.0	2.67	2.50
5	GROUP STUDENTS ON BASIS OF DATA	4.67	25.0	7.17	24.0	2.50	1.00
8	IDENTIFY GOALS & OBJECTIVES	5.50	11.0	8.00	10.0	2.50	1.00

Teacher Center: ALL
School: ALL Grade: ALL Subject: 9

	COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
12	SEQUENCE LEARNING EXPERIENCES	5.83	3.5	8.50	3.5	2.67	.00
34		.00	37.0	.00	37.0	.00	.00
35		.00	37.0	.00	37.0	.00	.00
36		.00	37.0	.00	37.0	.00	.00
37		.00	37.0	.00	37.0	.00	.00
38		.00	37.0	.00	37.0	.00	.00
39		.00	37.0	.00	37.0	.00	.00
40		.00	37.0	.00	37.0	.00	.00
1	USE AND INTERPRET STANDARDIZED TESTS	3.83	32.5	5.83	33.0	2.00	-.50
33	WORK EFFECTIVELY ON EDUCATIONAL TEAM	5.20	15.5	7.40	16.0	2.20	-.50
14	RESPOND TO STUDENT (COPING) BEHAVIOR	6.00	1.5	8.60	2.0	2.60	-.50
2	DESIGN AND USE TEACHER-MADE TESTS	4.20	28.0	6.60	29.0	2.40	-1.00
31	EVALUATE TEACHING & PLAN FOR CHANGE	4.17	29.5	6.33	31.0	2.17	-1.50
4	ORGANIZE RESOURCES & MATERIALS	5.80	5.5	8.20	8.0	2.40	-2.50
19	USE VARIETY OF INSTRUCTION MATERIAL	5.80	5.5	8.00	10.0	2.20	-4.50

Teacher Center: ALL
School: ALL Grade: ALL Subject: 9

COMPETENCIES	CURRENT LEVEL MEAN	CURRENT LEVEL RANK	DESIRED LEVEL MEAN	DESIRED LEVEL RANK	DIFFERENCE IN MEANS	DIFFERENCE IN RANKS
4 GATHER INFO ON STUDENT DIFFERENCE	5.20	15.5	7.20	21.5	2.00	-6.00
32 INTERACT WITH PARENT & COMMUNITY	4.50	24.0	6.17	32.0	1.67	-8.00
13 GIVE CLEAR DIRECTIONS	5.50	11.0	7.33	18.5	1.83	-7.50
24 DEVELOP CULTURAL PLU RALISM IN STUDENTS	5.50	11.0	7.33	18.5	1.83	-7.50
7 PLAN FOR ROUTINE TASKS	5.33	14.0	6.67	27.5	1.33	-13.50
29 ENGAGE IN PROFESSION AL DEVELOPMENT	5.83	3.5	7.33	18.5	1.50	-15.00
14 PROVIDE COMMUNICATIO PATTERNS	5.67	7.5	7.17	24.0	1.50	-16.50
30 ADAPT TO NEW OR CONFUSED SITUATION	5.50	11.0	6.67	27.5	1.17	-16.50
27 REACT SENSITIVELY TO NEEDS OF OTHERS	5.67	7.5	7.17	24.0	1.50	-16.50
28 MONITER & MODIFY ON BASIS OF FEEDBACK	6.00	1.5	7.33	18.5	1.33	-17.00